

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number: SW393T	Instructor: Diane McDaniel Rhodes, PhD
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Semester: Fall 2016	Phone: (512) 471-1831
Meeting Time: Mondays 5.30 – 8.30pm	Office Room: SSW 3.122F
Meeting Place: SSW 2.132	Office Hours: M 4 – 5 pm and by appointment

LEADERSHIP IN HUMAN SERVICE ORGANIZATIONS

I. Standardized Course Description

Human service organizations intend to improve the wellbeing and circumstances of individuals, families, and communities. As such, these organizations require workers—at all levels—to exercise leadership. These organizations are faced with rapidly changing economic, political, social, and technological environments. This course is an in-depth study of:

- (1) leadership and communication strategies applicable to multiple settings;
- (2) theories and models of effective leadership and organizational management; and
- (3) tools to develop one’s own leadership development and effectiveness.

Specifically, you will learn theories and strategies for effective leadership to inspire, influence, and create change; align individuals, groups, and communities to action; and bridge differences and foster inclusivity. You will also become aware of personal values; develop, demonstrate, and promote social work values; and analyze ethical dilemmas and the ways in which those affect practice, services, and clients in a variety of settings. The course examines strategies to combat discrimination, oppression, and economic deprivation, as well as those that promote social and economic justice in organizations and community environments. Course readings, assignments, and activities are interdisciplinary, while grounded in social work knowledge and practices.

II. Standardized Course Objectives

By the end of the course you will be able to:

- Critique organizational processes from an eco-systems perspective as well as specific strategies for effectively leading others based on social work values, ethics, and social and economic justice;
- Analyze the role of leadership within multiple settings to distinguish critical skills and strategies for leadership at all levels, including board members, the

management team, supervisors, and direct service staff in human service organizations;

- Critically examine and apply theories of leadership and organizational management within the context of human service organizations;
- Analyze value dilemmas and ethical issues in the leadership and management of human service organizations;
- Develop and practice leadership and communication skills to enhance students' toolkits to inspire, influence, and create change and to align others to action;
- Learn leadership skills to bridge differences and foster inclusivity across age, race, gender, social class, culture, ethnicity, religion, sexual orientation, national origin, or physical and mental ability.

III. Teaching methods

This class uses a seminar format. This course is designed to provide you with a meaningful learning environment through use of multiple methods of instruction (e.g. discussion, lecture, and group exercises); experiential learning (e.g. service learning, role playing, & active learning) will be emphasized. You are expected to complete assigned readings prior to each class period. You are expected to participate in class. Class attendance and participation is required and essential for successful completion of this course.

This course will use an electronic Canvas site. Canvas will be used for communication between students, the instructor, and the TA. Some materials, grades, and attendance will also be posted online. To reach your class site on Canvas, please go to <http://courses.utexas.edu> or go to the Social Work web page and click on Canvas. To access the course website, you must have an Internet connection and computer access. You will need a UT EID and password. The Help Desk available through the UT home page (www.utexas.edu/its/help) can assist you with your computer and Canvas questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

IV. Required texts and materials

Northouse, Peter (2015) Leadership: theory and practice 7th edition

Northouse, Peter (2015) Introduction to Leadership 3rd edition.

Schwartz, B., & Sharpe, K. (2011). *Practical Wisdom: The Right Way to Do the Right Thing* (Reprint edition.). New York: Riverhead Trade.

Collins, J. (2005). *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great* (1 edition.). Boulder, Colo.: HarperCollins.

Course Packet: 4 cases through the Harvard Business School. Purchase on-line here: <http://cb.hbsp.harvard.edu/cbmp/access/58110962>

Additional readings and articles will be assigned and available on Canvas.

V. Course requirements

The most detailed description and instruction for course assignments will be on Canvas. Below is a brief guide to the course work.

All assignments are due according to the dates specified. Late assignments may be accepted, but at the discretion of the instructor and with a potential point penalty (see below).

Class Attendance and Participation (20pts) Your participation grade will be based on your: (a) familiarity with readings; (b) ability to hear and understand what others say; (c) ability to express yourself clearly; (d) ability to synthesize the thoughts of others to form new insights, conclusions, or questions; (e) ability to disagree constructively; and (f) cooperation in building a stimulating and supportive intellectual atmosphere in class. In part, you will demonstrate these skills and abilities through the critical issue class forums working on cases.

Leadership Growth and Development Project

The Leadership Growth and Development Project is designed to boost individual leadership skills as well as knowledge and experiences with the change process. During the semester, individuals are required to submit four interrelated assignments:

1. Personal Leadership Development Plan (15pts) The purpose of this first paper is to identify a personal area of your life that you wish to enhance or gain insight on during this semester, OR a professional issue in an organization or in the community that you would like to address. Once you identify the issue, design a targeted, small-wins development plan that you can focus on throughout the course. You should seek approval from the professor for the issue.

2. Personal Inventory (15pts) The leadership inventory involves a critical analysis of your strengths, skills, and experiences based on personal interviews and/or skills inventories, leadership theories, and your unique leadership vision. The paper

should be no more than 5 double-spaced pages (not including references, using 12-point font and one-inch margins). APA 6th edition format is required for the in-text citations and references.

3. Oral Presentation of Personal Theory of Leadership (25pts) We will devote one class session so that each student can briefly present the key components of their Personal Theory of Leadership. Each presentation will be approximately 5 minutes in length, but this time frame may be adjusted based on the final course enrollment.

4. Personal Theory of Leadership Paper (25pts) The final paper represents a culmination of your learning in this course through the lens of your personal leadership philosophy. The final integrative application paper should be no more than 10 double-spaced pages (not including references). APA 6th edition formatting is required for the in-text citations and references.

VII. COURSE POLICIES

1. Conduct and Civility: Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

2. Readings and Preparatory Assignments: Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through assignments that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.

3. Professional Communication and Interactions: Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers, and other facial expressions, excluding class members from classroom tasks, etc. are also

unacceptable. **Electronic Devices:** All communication devices should be turned off or placed on silent mode and put away during class. Unless laptops are required for specific class sessions, students may not use laptops during class without prior permission from the professor. Grade is negatively impacted by student's failure to comply with this policy.

4. Class Attendance Policy: Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance is defined as students' attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. A pattern is considered three or more late arrivals and early departures during the semester. Late arrivals and early departures are defined as student arriving 10 minutes after class starting or prior to class ending. Missing more than two classes may result in loss of a letter grade. It is your responsibility to sign the class attendance sheet. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

5. Assignments and Grades: Assignments should be turned in online on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will be considered when assigning the final grade.

6. Writing Style: The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the Co-op.

7. Use of Canvas: The professor uses Canvas Web-based course management /collective workspace. An orientation will be given the first day of class. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.

8. Course Modification: To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

VIII. UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show

respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at [512-471-3515](tel:512-471-3515) or online at www.utexas.edu/student/cmhc/.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social

work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at

<http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call [512-232-5050](tel:512-232-5050) or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.

- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.

Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Course Grading:

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VIII. Detailed Course Schedule

Date/ Topic	Reading
January 23 Session 1	Introductions, Syllabus Review, Logistics
January 30 Session 2 Leadership in Human Service Organizations	<input type="checkbox"/> Kelly, J. J., & Clark, E. J. (2009). [Chapter 4]. In Leadership lessons from Whitney M. Young, Jr. (pp. 15-25). Fort Worth, TX: National Association of Social Workers. Retrieved from http://www.socialworkers.org/whitneyyoung/WhitneyYoungTeachingGuide.pdf <input type="checkbox"/> Collins: <i>Good to Great Monograph</i> <input type="checkbox"/> Northhouse 7th, Ch 1 <input type="checkbox"/> Northhouse 3rd, Ch 1
Feb 6 Session 3 Traits & skills approaches to leadership	<input type="checkbox"/> Northhouse 7th, Ch 2 & 3 <input type="checkbox"/> Northhouse 3rd, Ch 2 <input type="checkbox"/> Avolio: Leadership: Current theories, research and future directions <input type="checkbox"/> Schwartz, Chapters 1 - 3 <i>Assignments Due:</i> Personal Leadership development Plan

Feb 13 Session 4 Behavioral and Situational Approaches	<input type="checkbox"/> Rhodes, Food for thought about leadership <input type="checkbox"/> Hall: Tribal Leadership: An interview with David Logan <input type="checkbox"/> Northhouse 7th, Ch 4 &5 <input type="checkbox"/> Northhouse 3rd, Ch 3
Feb 20 Session 5 Path-Goal & Leader-Member exchange theories	<input type="checkbox"/> Northhouse 7th, Ch 6 & 7 <input type="checkbox"/> Northhouse 3rd, Ch 4 & 5
Feb 27 Session 6 Transformational & Authentic Leadership	<input type="checkbox"/> Nichols: Authentic leadership and implicit theory <input type="checkbox"/> Schyns: Implicit Leadership theories <input type="checkbox"/> Northhouse 7th, Ch 8 & 9 <input type="checkbox"/> Northhouse 3rd, Ch 6 & 7
March 6 Session 7 Servant & Adaptive Leadership	<input type="checkbox"/> Northhouse 7th, Ch 10 & 11 <input type="checkbox"/> Northhouse 3rd, Ch 8 & 9 <i>Assignments Due:</i> Personal Inventory
March 13	Spring Break
Mar 20 Session 8 Psychodynamic approach	<input type="checkbox"/> Northhouse 7th, Ch 12 <input type="checkbox"/> Northhouse 3rd, Ch 10
Mar 27 Session 9 Ethics	<input type="checkbox"/> Shetter and Tsoukas: Performing phronesis <input type="checkbox"/> Fassin: The Predicament of Humanitarianism <input type="checkbox"/> Sinek: Introduction, Chapter 1 <input type="checkbox"/> Northhouse 7th, Ch 13 <input type="checkbox"/> Northhouse 3rd, Ch 11
April 3 Session 10 Teams	<input type="checkbox"/> Shwartz: Chapters 4 – 14 <input type="checkbox"/> Northhouse 7th, Ch 14 <input type="checkbox"/> Northhouse 3rd, Ch 12 <input type="checkbox"/> Ashmos, What a Mess.
April 10 Session 11 Gender and culture	<input type="checkbox"/> Women, Collaboration and Social Change: An Ethics-based Model of Leadership (article on Canvas) <input type="checkbox"/> Bee_ Tribal Leadership in the War on Poverty <input type="checkbox"/> McDaniel_Diversity as a Management Strategy for Organizations <input type="checkbox"/> Northhouse 7th, Ch15 & 16 <input type="checkbox"/> Northhouse 3rd, Ch
April 17	All Oral Presentations due

Session 12	In class presentations
April 24 Session 13	In class presentations
May 1 Session 14	Personal Theory of Leadership paper due