SW393T16: SOCIAL WORK LEADERSHIP IN HUMAN SERVICE ORGANIZATIONS

Course Number: SW393T16	Instructor: Dnika J. Travis, MSW, PhD
Unique Number: 62905	Office Hours: Wed, 4:00-5:30pm or by appointment
Semester: Spring	Office Location: 3.106E
Course Time: <u>Wednesday</u>, 5:30-8:30pm	Phone: 512-471-2081; E-mail: dtravis@mail.utexas.edu
Class Location: SSW 2.132	Teaching Assistant: Emily Smith Goering

COURSE DESCRIPTION

Driven to enhance the wellbeing of individuals, families, and communities, human service organizations rely on competent and skilled workers—at all levels—to exercise leadership skills. At the same time, these organizations are faced with a host of challenges spawned by rapidly changing economic, political, social, and technological environments. As a required course in the Community and Administrative Leadership Concentration, this course is an in-depth study of:

(1) leadership and communication strategies to foster change, innovation, and learning in multiple settings;
(2) theories and models of effective leadership and organizational management; and
(3) tools to enhance one's own leadership development and effectiveness.

Specifically, the course focuses on 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. This educational experience also provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote social work values; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients in a variety of settings. Strategies to combat discrimination, oppression, and economic deprivation are examined, as well as those that promote social and economic justice in organizations and community environments. Course readings, assignments, and activities are interdisciplinary and grounded in social work knowledge and practices.

COURSE OBJECTIVES

By the end of the course, students will be able to:

1. 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; **CAL/APB1; CAL/APB2**
2. Analyze the role of leader 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; **CAL/APB1**
3. Critically examine and apply theories of leadership and organizational management within the context of human service organizations; **CAL/APB7**
4. Analyze value dilemmas and ethical issues in the leadership and management of human service organizations; **CAL/APB2**
5. Develop and practice leadership and communication skills to enhance one's toolkits to inspire, influence, and create change, align others to action, and **CAL/APB10a**
6. 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. **CAL/APB2; CAL/APB10a**

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

EP2.1.1 Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.
CAL/APB1 Evaluate professional roles and boundaries
Objectives 1,2
Assignments: Team Contract, Personal Leadership Plan, Mid-term Paper & Final Integrative Leadership Paper

EP2.1.2 Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.
CAL/APB2 Refine ability to manage value differences and ethical dilemmas
Objectives 1, 4, 6
Assignments: Leadership Memo, Team Contract & Final Integrative Leadership Paper

EP2.1.7 Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.
CAL/APB7 Synthesize and select human behavior and the social environment theories to develop effective macro interventions
Objective 3
Assignments: Mid-term Leadership Challenge Paper & Final Integrative Leadership Paper

EP2.1.10a Engagement
CAL/APB10a Engage with key stakeholders through active listening and constructive dialogue
Objectives 5, 6
Assignments: Blackboard Discussion Forum, Leadership Memo, Peer Feedback and Consultation, In-class Leadership Activity

DESCRIPTION OF COURSE REQUIREMENTS

BLACKBOARD DISCUSSION FORUM (CAL/APB10a)
Students are required to participate in weekly discussions on course topics and assigned readings via Blackboard. Discussion postings will be graded on the extent to which individuals offer well-developed, insightful, and reflective responses. To facilitate dialogue, blackboard postings are due on Fridays prior to class by 3pm. No points will be allocated for late postings. Individuals are responsible for keeping track of the number of postings submitted during the semester. Twelve submissions are required over the semester. Only one posting can be submitted for a grade per session. Each posting should be a minimum of approximately 200-250 words. This assignment is worth 100 points.

<u>LEADERSHIP CHALLENGE PROJECT</u>
The Leadership Challenge Project is an individual assignment designed to boost students' leadership development skills and experience with the change process. During the semester, individuals are required to submit four inter-related assignments as part of the Project.

Personal Leadership Plan (CAL/APB1) - Individuals are required to consider an area of your life that you wish to enhance or gain insight into during this semester. Then, you are to design a targeted, "small wins" change plan including a log to chronicle your journey. As a part of this assignment, you will also create a unique leadership vision and model that will guide and inspire your journey. Thus, the plan will include three elements: 1) a description of your development area, 2) a discussion of your small wins change plan (including your log) and 3) a discussion of your leadership vision and model. A one-page overview of your plan is due in class on Jan 22nd. During the next class session, individuals will receive in class consultation from your peers and the instructor. The final plan is to be submitted electronically via blackboard on January 26th.

Leadership Memo (CAL/APB2) - For this assignment, individuals will construct a "memo" to a specific person about a difficult or undiscussable issue. The memo can be informally written depending on the context of the conversation. As a part of the Leadership Challenge, this memo involves learning skills to start a difficult conversation and open the door for positive change. This, then, translates to communicating effectively to resolve conflicts, enhance interpersonal relationships, and improve organizational effectiveness. Two versions of the memo (500 words max per memo) are required. A draft is due for in-class feedback and consultation on February 5th. The final memo is due as a component of the Mid-term Challenge Paper on February 19th. With the final copy, you are also required to submit a list of 4-6 references and a brief statement of how each article helped to inform your memo.

Midterm Leadership Challenge Paper (CAL/APB1, CAL/APB7) - The mid-term paper is a critical analysis of your leadership development as a change agent through the lens of a self-assessment, small-wins change plan, and leadership memo. To this end, this paper includes three major components: 1) a self-assessment your leadership development and skills based on interviews and/or skills inventories, 2) an update on the milestones and challenges in executing your small wins, change plan, and 3) a discussion of your learning from the process of developing the leadership memo. Most notably, each component of your analysis is required to link to your leadership vision and model as well as 3-4 leadership theories that support the vision and model. Simply put, your analysis needs to based on your vision and the supporting theoretical perspectives. Your paper is considered an executive document; thus, you are encouraged to develop a visually appealing document that has a clear, concise message. Students are also encouraged to use section headings, charts, pictures, tables, and bullet points as well as any form of creative expression (e.g., poetry, book excerpts) as part of your final deliverable. The paper should be no more than 5 single spaced pages (not including references or the memo). APA format is required for In-text citations and your reference. Due date: February 19th.

Final Integrative Leadership Paper (CAL/APB1, CAL/APB2, CAL/APB7) - The final paper is a culmination of all your learning in this course. Using your leadership vision and theory as a framework, this paper comprises a comprehensive and succinct report of activities, experiences, outcomes, and lessons learned from the leadership challenge. Additionally, individuals are expected to draw implications for human service organizations and social work practice. This paper should be no more than 4 single-spaced pages long. Subheadings, tables, and graphs are strongly encouraged.

Students will engage in three graded team development and consultation activities. The specific criteria for each of these activities will be distributed in class.

Written Team Contract (CAL/APB2) – Groups are required to develop and submit a work group contract. The contract focuses on setting boundaries, delineating roles and responsibilities, managing expectations, and setting a plan of action for required work to be accomplished. This assignment will be conducted in class and a written copy of the contract will be submitted subsequently.

Peer Feedback and Consultation (CAL/APB10a) - Through peer feedback and consultation, individuals will give and receive constructive, yet critical feedback on their leadership memo and leadership challenge project. Peer feedback on the memo is a written assignment with in-class component. Teams will also spend time devoted to consulting and coaching each for the leadership Challenge Project. Attendance is required for credit for the team-based learning activities.

In-class Leadership Activity (CAL/APB10a) – Teams will work synergistically to develop an in-class activity geared toward enhancing leadership skills aligned with the course topics.

Assignment	Requirement	Due Date	Points
Blackboard Discussion Forum *(Individual Assignment)*	12 postings (original or response posts); A minimum 1 per session (i.e., 2 per week)	• Weekly on Tuesdays before class by 9pm.	**100**
Leadership Challenge Project *(Individual Assignment)*	Personal Leadership Plan	• January 26 - One-page Overview due in class (bring 2 hard copies) • February 9 - Final plan due.	**150**
	Leadership Memo	• February 2 - Draft due in class (bring 2 hard copies) • March 8 – due as part of the LC Mid-term Paper	**300**
	Mid-term Leadership Challenge Paper	• March 8 - LC mid-term due at the start of class time.	
	Final Integrative Leadership Paper	• Due May 6th (by midnight). Submit electronic copy via blackboard.	**200**
Team Development and Consultation	One-page Written Team Contract	• January 26 – Developed in class. Groups will turn end at the conclusion of the class activity. If you are absent, you will not receive credit.	**50**
	Peer Feedback on Memo	• February 9 – Your feedback is due at the start of class. Bring 2 hard copies.	**100**
	In class leadership activity	• Due accordingly to schedule	**100**
Total			1000

NOTE: All assignments are due according to the dates specified above. Assignments that need substantial revisions may be returned for resubmission and subject to a late penalty. Late assignments may be accepted, but at the discretion of the instructor. If a late assignment is accepted, 10 percent (10%) of the points allocated for the specific assignment per day may be deducted. The 10% penalty applies to weekends as well as weekdays. Should such an emergency occur, the student should notify the instructor as soon as reasonably as possible.

COURSE PREREQUISITES

Admission to the graduate program in social work or by special permission.

REQUIRED TEXTS & READINGS
Course packets are available from Speedway at Dobie Mall.

GRADING SCALE

1000- 940 = A	830 – 800 = B-	690 - 670 = D+
930 - 900 = A-	790 - 770 = C+	660 - 640 = D
890 - 870 = B+	760 - 740 = C	630 - 600 = D-
860 - 840 = B	730 - 700 = C-	590 and below = F
	(Class failed/no credit: 730 and below)	

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 IN CLASS
The professor expects students to act like 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

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://www.utexas.edu/depts/dos/sjs/).

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). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. 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, an examination, a work assignment, or a 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.

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 to keep the university informed about changes to their 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 among 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 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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

USE OF BLACKBOARD IN CLASS
In this class the professor uses Blackboard—a Web-based course management system with password-protected access at http://courses.utexas.edu—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

FEEDBACK STATEMENT
During this course the professor will ask students to provide feedback on their learning in informal as well as formal ways, including through anonymous surveys about how the professor's teaching strategies are helping or hindering student learning. It is very important for the professor to know the students' reactions to what is taking place in class, so students are encouraged to respond to these surveys, ensuring that together the professor and students can create an environment effective for teaching and learning.

CLASSROOM PRACTICES

As students enter the UT School of Social Work, they are simultaneously entering into a profession that puts forth a set of ethical responsibilities and values that all social workers must follow. As such, students are held to the NASW ethical mandates and Standards for Social Work Education as outlined in the Student Handbook.

Students are expected to attend class and participate in class discussions and activities. A student is considered absent if they arrive more than 10 minutes late to class, leave early, or are unable to come to class. More than two absences can result in a reduction by one letter grade or failure. Students are responsible for any and all material missed due to absences.

Students are encouraged to contribute to ask questions during class time and contribute to class discussion. If further assistance or guidance is needed, students are encouraged to visit the professor during office hours or make an appointment. Students also can feel free to contact the professor via email with questions, comments, or feedback. Emails and telephone calls will be returned in a timely manner based on the instructor's availability.

The *Publication Manual of the American Psychological Association* is the style manual to be used by all students in this course. Therefore, appropriate referencing is required on all written assignments. If you are unfamiliar with this resource, a copy of the manual is available in the LRC (SWB 1.218).

DETAILED COURSE SCHEDULE & READINGS
Note: All readings are to be completed prior to the scheduled session date. Recommended readings (optional) will be available for your reference on Blackboard.

What is Social Work Leadership?

Session 1, January 19

Kotterman, J. (2006). Leadership versus management: What's the difference? *The Journal for Quality & Participation,* 29(2): 13-17.

McKinney, M. (2010). Leaders vs Managers: A False Dichotomy. *The Blog of Michael McKinney.*

Recommended Readings (available on Blackboard):

Wimpfheimer, S. (2004). Leadership and management competencies defined by practicing social work managers: An overview of standards developed by the National Network for Social Work Managers. *Administration in Social Work*, 28(1): 45-56.

Senge, P. M. (1999). Leadership in living organizations. In F. Hasselbein, M. Goldsmith & I. Somerville (Eds.), Leading Beyond the Walls. The Drucker Foundation, San Francisco, CA: Jossey-Bass. Retrieved January 2008 from http://www.nps.gov/discovery2000/leader/senge-1.pdf

Team Building and Communication Tools

Session 2, January 26

Cohen, M. H. (2008). Professional communication and teamwork. *Creative Nursing, 14*(1: 17-23.

Hoppe, M. (2007). Lending an ear: Why leaders must learn to listen actively, 27(4): 11-14.

Session 3, February 2

Bushe, G.R. (2001). Where does interpersonal mush come from and what it does to organizations. In *Clear leadership*. Palo Alto: Davies-Black Publishing, 21-46.

Ryan, K. D. and Oestreich, D. K. (1991) Chapter 12: *How to discuss the undiscussables (p. 209-232)*. In *Driving the Fear out of the Workplace: How to Overcome the Invisible Barriers to Quality, Productivity, and Innovation*. San Francisco: Jossey-Bass.

Vassallo, P. (2004). Turning emotional energy into purposeful writing. *ETC: A Review of General Semantics*, 61(1): 159-167.

Session 4, February 9

NOTE: IN-CLASS TEAM CONSULTATION DAY. BRING REQUIRED ASSIGNMENTS.

Leadership Theories and Models

Session 5, February 16

George, J.M. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations*, 53(8): 1027-1055.

Pearce, C.L., Manz, C.C., & Sims, Jr., H.P. (2009). Where do we go from here? Is shared leadership the key to team success? Organizational Dynamics, 38(3): 234-238.

Van Slyke, D.M.; Alexander, R.W. (2006). Public service leadership: Opportunities for clarity and coherence. *The American Review of Public Administration*, 36: 362-374.

Recommended Readings (available on Blackboard):

Morrison, T. (2007). Emotional intelligence, emotion, and social work: Context, characteristics, complications, and contributions. *British Journal of Social Work*, 37: 245-263.

Session 6, February 23

Barker, A, & Schaufeli, W. (2008). Positive organizational behavior: Engaged employees in flourishing organizations. Journal of Organizational Behavior, 29, 147-154.

Prochaska, J. M., Prochaska, J. O., & Levesque, D. A. (2001). A transtheoretical approach to changing organizations. *Administration and Policy in Mental Health*, 28(4): 247-261.

Personal Leadership Development Tools

Session 7, March 2

Boyatzis, R., & McKee, A. (2006). Intentional change. *Journal of Organizational Excellence*, 25(3): 49-60.

Goleman, D., Boyatzis, R., & McKee, A. (2001). Primal leadership: The hidden driver of great performance. *Harvard Business Review,* 79(11): 42-51.

Dunning, D., Johnson, K. Erlinger, J., & Kruger, J. (2003). Why people fail to recognize their own incompetence. *Current Directions in Psychological Science*, 12(3): 83-87.

Session 8, March 9

George, B., Sims, P., McLean, A. N., & Mayer, D. (2007). Discovering your authentic leadership. *Harvard Business Review,* 85(2): 129-130, 132-128, 157.

Roberts et al. (2005). How to play to your strengths. *Harvard Business Review,* 1-6.

MARCH 16 - SPRING BREAK

Tools for Promoting Inclusion

Session 9, March 23

Mor Barak, M.E. (2006). Chp. 7: Vive la différence? Theoretical perspectives on diversity and exclusion in the work place. In Managing diversity: Toward a globally inclusive workplace. Thousand Oaks: Sage (available on Blackboard)

Kish-Gephart et al. (2009). Silenced by fear: The nature, sources, and consequences of fear at work. *Research in Organizational Behavior, 29: 163-193.*

Recommended Reading (available on Blackboard):

Bowen, F., & Blackmon, K. (2003). Spirals of silence: The dynamic effects of diversity on organizational voice. *Journal of Management Studies*, 40(6): 1393-1417.

Session 10, March 30

Stevens, F.G. Plaut, V.C., & Sanchez-Burks (2008). Unlocking the benefits of diversity: all-inclusive multiculturalism and positive organizational change. *The Journal of Applied Behavioral Science, 44(1)*: 116-133.

Gardemswartz, L, Cherbosque, J. & Rowe, A. (2010). Emotional Intelligence and Diversity: A model for differences in the workplace. Journal of Psychology Issues in Organizational Culture. 1:1, 74-84.

Required (select at least one additional readings below, available on BB):

Dovidio, J.F. Saguy, T.& Gaertner, S.L. (2010). Appreciating the role of the "individual mind" in diversity science: commonality, harmony, and social change. *Psychological Inquiry. 21(2)*: 10-114.

Plaut (2010). Diversity science: Why and how difference makes a difference. *Psychological Inquiry. 21(2)*: 77-99.

Clair, J.A., Beatty, J.E., Maclean, T.L. (2005). Out of sight but not out of mind: managing invisible social identities in the workplace. Academy of Management Review, 31(1):78-95.

Tools for Managing Conflict and Resistance

Session 11, April 6

Waldron, V.R. & Kassing, J.W. (2011). Chapter 3 – Managing Emotions. In *Managing Risk in Communication Encounters: Strategies for the Workplace*. Thousand Oaks. Sage.

Appelbaum, S.H. and Roy-Girard,D. (2007). Toxins in the workplace: Affect on organizations and employees corporate governance. *The International Journal of Business in Society*, Vol.7.

Friedman. R.A. (2003). Conflict escalation: Dispute exacerbating elements of e-mail communication. *Human Relations*, 56(11):1325-1347.

Recommended Readings (available on Blackboard):

Manzoni, J.F. & Barsoux, J.L. (1998). The set-up-to-fail-syndrome. *Harvard Business Review,* 76(2):101-13.

Session 12, April 13

Henry, P. (1997). Overcoming resistance to organizational change. *Journal of the American Dietetic Association*. S145-S147.

Rock, D. & Schwartz, D. (2006). The neuroscience of leadership. *Strategy and Business.* Retrieved December 11, 2007, from http://www.strategy-business.com/media/file/sb43_06207.pdf

Tools for Navigating and Promoting Change

Session 13, April 20

Tourish, D. (2005). Critical upward communication: Ten commandments for improving strategy and decision-making. *Long Range Planning*. 38:485-503.

Karp, T. & HelgØ (2008). From change management to change leadership embracing chaotic change in public service organizations. *Journal of Change Management*, 8(1): 85-96. (available on Blackboard)

Recommended Readings (available on Blackboard):

Lewis, L., Hamel, S., & Richardson, B. (2001). Communicating change to nonprofit stakeholders. *Management Communication Quarterly*, 15(1): 5-41.

Session 14, April 27

Meyerson, D.E. (2001). Radical change, the quiet way. *Harvard Business Review,* 92-100.

Latting, J.K. & Ramsey, V.J (2009) Chapter 7: Initiating Change. In *Reframing Change: How to Deal with Workplace Dynamics, Influence Others, and Bring People Together to Initiate Positive Change* (p. 161-184). Santa Barbara: Praeger.

Session 15, May 3   ***REVIEW AND RECAP; COURSE EVALUATIONS***