Course Number: SW 393T16   **Instructor: D. Rhodes**
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Unique Number: 63495   **Office: 3.122F**

Semester: **Spring 2018** **Office Phone: 512-471-1831**

Meeting Time/Place: Mondays   **Office Hours: by appointment**
                 5:30pm-8:30pm
                 Room 2.112

LEADERSHIP IN HUMAN SERVICE ORGANIZATIONS

I.   STANDARDIZED 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. 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.

II.   STANDARDIZED COURSE OBJECTIVES

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;

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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;

3. Critically examine and apply theories of leadership and organizational management within the context of human service organizations;

4. Analyze value dilemmas and ethical issues in the leadership and management of human service organizations;

5. Develop and practice leadership and communication skills to enhance one's toolkits to inspire, influence, and create change, align others to action, and

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.

III. TEACHING METHODS

This course incorporates a variety of teaching methods including lectures, readings, in class and online discussions, guest speakers, audiovisual materials, group activities, and student presentations to ensure a rich learning experience. You are expected to contribute through active participation in collaborative class activities and discussions.

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, Colorado: HarperCollins.

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

V. COURSE REQUIREMENTS
All assignments are due according to the dates specified listed. Late assignments may be accepted, but at the discretion of the instructor and with a possible point penalty.

Reading quizzes – (**15 points**)

You have significant reading due each week. There may be a quiz reviewing an assigned reading each class.

Critical Issues Group Discussions and case study – (**20 points**)

You will participate in discussion groups in class each week to unpack the critical issues in a case study. Applying issues and concepts from the readings, class discussions and personal experience, you will identify leadership roles, actions and outcomes associated with the case. You will how you might envision yourself in the situation: what role would you play? What skills would you bring to the situation? In addition, you will discuss missed opportunities and speculate on the application of different management tactics to the issues of the case. Each week, each group will report back to the class with a summary of the group discussion. Your participation in the group will be graded, and there will be an opportunity for peer feedback on group discussion participation.

Leadership Growth and Development Project – (**45 points**)

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 three interrelated assignments:

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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 three interrelated assignments:

1. Personal Leadership Development Plan – The purpose of this first paper is to identify a personal area of your life you wish to enhance or gain insight on during this semester, OR a professional issue in an organization or community 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. As part of your plan, by the end of the semester you will create a unique and personal leadership vision or model that will guide and inspire your journey (see #3 below). This assignment should be 4 double-spaced pages (12-point font and one-inch margins), and is _worth 10 points._ **DUE DATE: February 16th (11.00am)**

2. Personal Inventory - 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. _This assignment is worth 10 points._ **DUE DATE: March 9th (11.00am)**

3. Personal Theory of Leadership - The final paper represents a culmination of your learning in this course through the lens of your personal leadership philosophy. The purpose of this assignment is to _transfer_ your learning from the Personal Leadership Development Plan: a. from a personal level to a macro level (e.g., in organizations, communities, policy settings); **or** b. from a course-specific personal leadership development plan to a longer-term development plan. 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. *This paper is worth 25 points*. **DUE DATE: April May 4th (8.00pm)**

Oral Presentation of Personal Theory of Leadership – (**20 points**)

We will devote one class session (November 18th) to student presentations on 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. At a minimum, students should share their personal theory of leadership and how this will inform their personal and/or professional growth as a social work leader. You should include at least one real life example of how your leadership theory recently guided you in your professional or personal development (e.g., the small-wins project, an experience in field). You are strongly encouraged to use visuals (e.g., PowerPoint, Prezi) and auditory (e.g., music) aids in your presentation to effectively capture the narrative of your personal leadership theory in a compelling manner. If it is useful, you may use an overarching question to frame your presentation (e.g., *How am I a person of influence? What will my thumbprint be as a leader?*). **DUE DATE: April 27st (in class)**

Class Attendance and Participation -- (**15 points**)

At the end of the semester, I will judge your overall contribution to class discussion. 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, students will demonstrate these skills and abilities through the critical issue class forums.

VI.   GRADE

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

VII. CLASS POLICIES

1. Readings and Preparatory Assignments: Students are expected to be active participants in the classroom community. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate comprehension of 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.

2. Professional Communication and Interactions: Refrain from private conversations during class or other disruptive behavior. Class participation is required. Speak up and contribute to class. Disrespectful behavior is against the University Honor Code and will not be tolerated.

3. Writing Style: The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students.

4. Use of Canvas: The instructor uses Canvas; a Web-based course management /collective workspace. 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.

5. 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 ne made, students will be notified in class and modifications will also be posted to Canvas. Students should check their email and Canvas 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 or online at https://cmhc.utexas.edu/.

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://diversity.utexas.edu/disability/.

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, agency-based field 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 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.

IX. COURSE SCHEDULE

Date/ Topic	Homework/Assignments
Week 1: January 22 Introductions &	

Overview	
Week 2: January 29 Leadership in Human Service Organizations	*Readings:* □ 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 □ Collins: *Good to Great Monograph* □ Northhouse 7th, Ch 1 □ Northhouse 3rd, Ch 1
Week 3: February 5 Organizational Context for Leadership in Human Services	□ Northhouse 7th, Ch 2 & 3 □ Northhouse 3rd, Ch 2 □ Avolio: Leadership: Current theories, research and future directions □ Schwartz, Chapters 1 - 3 *Assignments Due:* Personal Leadership development Plan
Week 4: February 12 Leadership Theory	□ Rhodes, Food for thought about leadership □ Hall: Tribal Leadership: An interview with David Logan *Watch:* http://www.ted.com/talks/david_logan_on_tribal_leadership □ Northhouse 7th, Ch 4 &5 □ Northhouse 3rd, Ch 3
Week 5: February 19 Leadership Practice	*Readings:* □ Northhouse 7th, Ch 6 & 7 □ Northhouse 3rd, Ch 4 & 5
Week 6: February 26 Personal leadership Development	*Readings:* Schwartz: Chapters 4, 5, 6 □Nichols: Authentic leadership and implicit theory □ Schyns: Implicit Leadership theories □ Northhouse 7th, Ch 8 & 9 □ Northhouse 3rd, Ch 6 & 7 □ Black Women's Leadership Experiences: Examining the Intersectionality of Race and Gender *Assignments Due:* □ Personal Inventory
Week 7: March 5 Servant & Adaptive Leadership	*Readings:* □ Northhouse 7th, Ch 10 & 11 □ Northhouse 3rd, Ch 8 & 9
Week 8: March 12	**Spring Break**

Week 9: March 19 Psychodynamic approach Feminist Leadership	*Read* □ Northhouse 7th, Ch 12 □ Northhouse 3rd, Ch 10 □ Women, Collaboration and Social Change: An Ethics-based Model of Leadership (article on Canvas) □ Inclusive Leadership Development: Drawing From Pedagogies of Women's and General Leadership Development Programs □ Beyond Public vs. Private: The Transformative Potential of Democratic Feminist Management □ Bee_ Tribal Leadership in the War on Poverty
Week 10: March 26 Ethics	Read: □ Shotter and Tsoukas: Performing phronesis □ Fassin: The Predicament of Humanitarianism □ Sinek: Introduction, Chapter 1 □ Northhouse 7th, Ch 13 □ Northhouse 3rd, Ch 11
Week 11: April 2 Teams	□ Shwartz: Chapters 4 – 14 □ Northhouse 7th, Ch 14 □ Northhouse 3rd, Ch 12 □ Ashmos, What a Mess.
Week 12: April 9 Decision making	Read: □ Women, Collaboration and Social Change: An Ethics-based Model of Leadership (article on Canvas) □ Bee_ Tribal Leadership in the War on Poverty □ McDaniel_Diversity as a Management Strategy for Organizations □ Northhouse 7th, Ch15 & 16 □ Northhouse 3rd, Ch □ Decision Making in Eurocentric and Afrocentric Organizations
Week 13: April 16 In-class leadership presentations	□ Oral Presentation of Personal Leadership Philosophy
Week 14: April 23 Wrap-up	□ Oral Presentation of Personal Leadership Philosophy
Week 15: April 30	□ Personal Theory of Leadership Paper Due

X. BIBLIOGRAPHY