

**THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 393T16	Instructor:	Noel Landuyt
Unique Number:	61695	Email:	nlanduyt@austin.utexas.edu
Semester:	FALL 2022	Office:	3.212E
Meeting Time/Place:	Tuesday 11:30 AM - 2:30 PM SSW 2.112	Phone:	O:512-471-9831 C:512-773-8437
		Office Hours:	Tues 9am – 11am Other times via ZOOM by appointment

Social Work Leadership in Human Service Systems

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

By the end of the course, you 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;
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 students' toolkits to inspire, influence, and create change and to align others to action;
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 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, guest lecturers, and group exercises); experiential learning (e.g. 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 is designed to include a variety of teaching and learning methodologies to achieve the course objectives. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles; activities include readings, writings, discussions, lectures, videos, in-class group activities, and self-reflection. As this is a seminar course, much of the learning will take place in class discussions. This course will highlight diverse perspectives of thought and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds.

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

Lead from the Outside: How to Build Your Future and Make Real Change Paperback Stacey Abrams

Dare to Lead: Brave Work. Tough Conversations. Whole Hearts. Brené Brown

White Fragility: Why It's So Hard for White People to Talk About Racism, Robin DiAngelo

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.

There is a total of 100 points used to assign grades. All assignments are due according to the dates specified.

Class Attendance and Participation (15 pts) 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; (f) cooperation in building a stimulating and supportive intellectual atmosphere in class; (g) completing any in-class and pre-class activities; and (h) being present in class. In part, you will demonstrate these skills and abilities through the critical issue class forums working on leadership development.

Leadership Projects

The Leadership Projects are designed to boost individual leadership skills as well as knowledge and experiences with leadership and organizational development. During the semester, individuals are required to submit various interrelated assignments:

1. Leadership Theory Comprehension and Daily Work (total 55 pts). These assignments will consist of weekly assignments (8 at 40 pts total) and 3 (15 pts) quizzes over textbook contents. Each daily assignment will cover comprehension, reflection, and synthesis of materials from the required text and reading. Detailed expectations will be provided with each assignment.

2. Oral Presentation Leadership Intervention Plan (10 pts). We will devote a class session so that each student can present the key components of their Leadership Intervention Plan. Each presentation will be approximately 12 minutes in length, but this time frame may be adjusted based on the final course enrollment. Students will have the opportunity to question, make suggestions, and critique each presentation to assist the student in clarifying points and improving the final leadership intervention paper.

3. Leadership Intervention Paper (20 pts) The final paper represents a culmination of your learning in this course through an articulation of leadership theories and styles as they related to practical and real existing organizational data sources. The final integrative application paper should be no more than 10 double-spaced pages (not including references and dependent on number of illustrations if applicable.).

VI. GRADES

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. 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 are to be turned in online on the date they are due prior to class time, barring serious, unforeseen medical illness or family emergencies. Late assignments may be accepted, but at the discretion of the instructor and with a potential point penalty. Late assignments will be considered when assigning the final grade.

6. Writing Style: In general, 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. However, reasonable modifications to the style are acceptable when inserting graphics, tables and images. Use of appendix is preferred for larger non-standard written text.

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

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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.

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/>.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

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 and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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	Topics/Assignments
8/23	Introductions, Syllabus Review, Logistics (ONLINE CLASS) Lead from the Outside
8/30	Leadership in Human Service Organizations (ONLINE CLASS) Northhouse 7th, Ch 1 Assignment Due 1
9/6	Traits & Skills Approaches to Leadership Northhouse 7th, Ch 2 & 3 Assignment Due 2
9/13	Behavioral and Situational Approaches Northhouse 7th, Ch 4 & 5 Assignment Due 3
9/20	Path-Goal & Leader- Member Exchange Theories Northhouse Ch 6 & 7 Leadership Theory Quiz Ch 1, 2, 3, 4 (5 pts) Dare to Lead
9/27	Transformational & Authentic Leadership Northhouse Ch 8 & 9 Assignment Due 4
10/4	Servant Northhouse Ch 10 Assignment Due 5
10/11	Adaptive Leadership & Psychodynamic Approach Northhouse Ch 11 & 12 Daily Assignment Due 6
10/18	Ethics Northhouse Ch 13 White Fragility Leadership Theory Quiz Ch 5, 6, 7, 8, 9 (5 pts)
10/25	Teams Northhouse Ch. 14 Assignment Due 7
11/1	Diversity Inclusion Equity and Belonging Assignment Due 8
11/8	Leadership Challenge Activity Leadership Theory Quiz Ch 10, 11, 12, 13 & 14 (5 pts)
11/15	Presentation/Paper Workday Consultations (ONLINE MEETINGS)
11/29	Final Presentations (ONLINE CLASS)
	Final Leadership Project Paper Due by 5 PM.

X. BIBLIOGRAPHY

- Abrams, Stacey. *Lead from the Outside: How to Build Your Future and Make Real Change*
- Bernstein, R. S., & Bilimoria, D. (2013). Diversity perspectives and minority nonprofit board member inclusion. *Equality, Diversity and Inclusion: An International Journal*, 32(7), 636–653.
- Bono, J. E., Jackson Foldes, H., Vinson, G., & Muros, J. P. (2007). Workplace emotions: The role of supervision and leadership. *Journal of Applied Psychology*, 92, 1357–1367.
- Brown. Brené. *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts.*
- Brown, M. E., & Treviño, L. K. (2006). Ethical leadership: A review and future directions. *The Leadership Quarterly*, 17, 595–616.
- Campbell, K., & Mínguez-Vera, A. (2008). Gender diversity in the boardroom and firm financial performance. *Journal of Business Ethics*, 83(3), 435–451.
- DiAngelo, Robin. *White Fragility: Why It's So Hard for White People to Talk About Racism*,
- Demirtas, O. & Akdogan, A.A. *J Business Ethics* (2015) 130: 59.
- Eubanks, D. L., Brown, A. D., & Ybema, S. (2012). Leadership, identity, and ethics. *Journal of Business Ethics*, 107(1), 1–3.
- Luthans, F., Avolio, B. J., Avey, J. B., & Norman, S. M. (2007). Positive psychological capital: Measurement and relationship with performance and satisfaction. *Personnel Psychology*, 60, 541–572.
- McDermott, F & Bawden G (2017) New ways of seeing: Health social work leadership and research capacity building, *Social Work in Health Care*, 56:10, 897-913
- Moynihan, Donald & Landuyt, Noel. (2008). Explaining Turnover Intention in State Government: Examining the Roles of Gender, Life Cycle and Loyalty. *Review of Public Personnel Administration*. 28. 10.1177/0734371X08315771.
- Moynihan, Donald & Landuyt, Noel. (2009). How Do Public Organizations Learn? Bridging Cultural and Structural Perspectives. *Public Administration Review*. 69. 1097-1105.
- Northouse, Peter (2015) *Leadership: theory and practice 7th Edition*
- Piccolo, R. F., Greenbaum, R., Den Hartog, D. N., & Folger, R. (2010). The relationship between ethical leadership and core job characteristics. *Journal of Organizational Behavior*, 31, 259–278.

- Pitts, D. W. (2006). Modeling the impact of diversity management. *Review of Public Personnel Administration, 26*(3), 245–268.
- Puritty, C., Strickland, L.R., & Eanas, A. (2017). Without inclusion, diversity initiatives may not be enough. *Science, 35*, 1101-1102.
- Popli, S. & Rizvi I. A., (2016). Drivers of Employee Engagement: The Role of Leadership Style, *Global Business Review, 17*, 743-758.
- Rich, B.L., Lepine, J.A., Crawford, E.R. (2010). Job engagement: Antecedents and effects on job performance. *The Academy of Management Journal, 53*(3), 617–635.
- Wollard, K.K., Shuck, B. (2011). Antecedents to employee engagement: A structured review of the literature. *Advances in Developing Human Resources, 13*(4), 429–446
- Xu, J., Thomas, H.C. (2011). How can leaders achieve high employee engagement? *Leadership & Organization Development Journal, 32*(4), 399–416.