

SOWK 611
Leadership in the Social Work Profession
and Organizations: Theory and Practice

FALL 2009

Instructor: Dr. CarolAnn Peterson, PhD
Office: TBD
Telephone: 310-714-3353
Office hours: 11:00 a.m. to 1:00 p.m.
E-mail: carolanp@usc.edu
Section: 60679R
Location: Day/Time: City Center; Tuesday 8:00 a.m. to 10:50 a.m.

I. COURSE DESCRIPTION

This course emanates from observation and experience demonstrating that advanced social work professionals require leadership knowledge and skills to better understand and meet the challenges of working within complex and diverse urban social settings that address a range of contemporary social service issues. Not all master's level social workers will take responsibility for formally leading or *managing* organizations and projects, but *informal leaders* do emerge and *followership* is intrinsically a part of the leadership process. This course is built on the integration of *leadership*, *followership* and the *situation* as an essential component of excellence for advanced social work practice.

The purpose of this course is to help students become more effective leaders and to better understand the demands of leadership. Specifically, the course will serve as a guide for interpreting leadership theory and research and fill the gaps between leadership theory and practice. Reviewing the range of leadership definitions, the course defines leadership as a process of influencing an organized group to accomplishing its goals. It acknowledges that leadership is both an art and a science and offers scholarship for understanding some of the major research findings that can give leaders insight about how to become more effective in analyzing and responding to situations.

The course, and assigned reading, reviews the major theories of leadership and provides practical advice about leadership effectiveness. It presents leadership as an interaction between the leader, the followers and the situation, and the various theories that explain this interaction. It also focuses on leaders with attention to considerations of power and influence, ethics, values, diversity, multiculturalism, and attitudes, as well as types of leaders, good, bad, charismatic, transactional and transformational. The focus on followers addresses such topics as motivating subordinates, using delegation, teamwork and leading in a diverse and multicultural environment. Finally, the course attempts to teach a specific set of personal, interpersonal, and group leadership skills grounded in behavioral science theory and research that are essential for a successful career in advanced social work practice.

Drawing upon the fields of social psychology and organizational behavior, the course examines the following major principles of leadership:

- Leadership is both rational and emotional
- Leadership is related to followership
- Leadership is related to the task or situation
- Leadership is not all common sense
- Leaders are born but they are also made
- Leadership is both art and science

The course builds on macro content taught in social work courses, and theories of individual and group behavior presented in foundation courses on Human Behavior in the Social Environment. The course will build upon and examine the application of leadership content to the student's concentration or field of practice.

II. COURSE OBJECTIVES

- 1) Analyze leadership behavioral characteristics and styles, including power, ethics and values in diverse, multicultural environments.
- 2) Knowledge and analysis of comparative leadership theories and leadership research.
- 3) Develop the following basic leadership skills:
 - a. Communicating
 - b. Goal setting
 - c. Managing stress, burnout and time.
 - d. Conducting meetings
 - e. Building effective relationships with peers and superiors
 - f. Presenting self
- 4) Develop the following advanced leadership skills:
 - a. Managing conflict.
 - b. Team building
 - c. Diagnosing and solving performance problems in individuals, groups, and organizations
 - d. Empowering self and others
 - e. Motivating
 - f. Delegating
- 5) Assessing self as a leader.

III. Course Format

Lectures, experiential exercises, role plays, videos, power-point presentations, overheads, instrumentation and guest lectures (if available) will comprise the delivery format for the course. The course will be taught from the perspective that students will be engaged throughout their lives in organizational contexts and that understanding leadership will be useful, whether they are internal employees, managers or directors or external advocates or consultants attempting to affect the setting and the community. This practical orientation drives the structure of the course which will involve experiencing and participating in activities that provide insights, knowledge and practical skills about leadership in organizations and in social service contexts.

The lectures are designed to supplement and go beyond the assigned readings. Questions about the reading and lectures are welcomed, but expect lectures to extend, provide insight and describe actual examples of the application of concepts covered in the readings and lectures.

Last, as a class we will be flexible. Although we intend to follow the structure of the syllabus and course outline, like any good practitioners we will change, adapt, adjust and be resourceful in order to conduct deeper explorations of pertinent topics, accommodate the schedules of speakers, the availability of videos and other equipment and so forth.

IV. COURSE EVALUATION AND GRADING

All students are expected to regularly attend class and be on time. Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by telephone or email of any anticipated absence or reason for tardiness

Class grades will be based on the following:

Grading

<u>Assignment</u>	<u>Percent</u>	<u>Date Due</u>
Midterm paper	30	Session 8
Oral Presentations	30	Sessions 9-15
Final take-home exam	30	Date following study days
Participation	10	Each Class

Class grades will be based on the following:

3.85 – 4	A
3.60 – 3.84	A-
3.25 – 3.59	B+
2.90 – 3.24	B
2.60 – 2.89	B-
2.25 – 2.59	C+
1.90 – 2.24	C

or

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

CLASS PARTICIPATION (NO MORE THAN 10%)

WRITTEN ASSIGNMENTS

Midterm paper: Conduct an analysis of the use of power by leaders in your field placement or agency. What sources are used and how are they used. Besides using your texts, including research based and scholarly articles will enhance your presentation (use the APA style). Please double space and use a 12 point type; the length of the paper should be approximately four to seven pages (not including the reference page). A written description of this assignment will be posted on blackboard and will give you more information about the assignment. We will also discuss the assignment in class. The midterm paper is due session 8.

The midterm addresses and contributes to the achievement of Objectives 1, 2, 3a, 3e, 3f, 4a, 4b, 4c, 4d, 4e, 4f

Oral Presentation: Students will form teams. Teams are typically comprised of three to five students (depending on the size of the class, team size may vary). Each team is to decide on a topic relevant to the course. A list of topics is included at the end of the syllabus to stimulate your thinking about the presentation. You are by no means limited to the topics on the list and it

is strongly recommend you follow your specific interests about leadership. Class time will be devoted to having you meet with your groups and prepare for the presentation. I will circulate among the groups and help you with the creation and development of your presentation. Team presentations typically run five to seven minutes per member. Each team member must contribute to the development of the presentation and participate in the presentation; no free riding! The presentation must inform the class about some topic relevant to leadership. We will discuss this further in class. Instructor approval is required for your presentation topic and I will probably want to coordinate my lectures to complement the team's presentation. Teams will present during sessions 9-15.

The team oral presentation addresses and contributes to the achievement of Objectives 1, 2, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b, 4c, 4d, 4e, 4f & 5

Final Take Home Exam You will be given a final take home exam around the 10th session of the course (give or take a week). The exam will consist of a series of essay questions. You will be asked to choose and answer certain questions; you will have some choice about which questions to answer, but your instructor will reserve the right to require you to answer specific questions from among the series of questions. These essay questions may ask you to compare and contrast certain approaches to leadership styles, discuss the advantage and disadvantages of participation and teams, address the causes and resolution of conflict and so forth. You can expect the total final exam to run approximately 7-12 pages and you should incorporate current literature and research in your answer. Follow the APA format for citing and referencing material. The term paper is due the day after study days. Grade penalties will be assessed for late work. A detailed written description of this assignment will be posted on blackboard and will be discussed in class.

The final take home exam addresses and contributes to the achievement of Objectives 1, 2, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b, 4c, 4d, 4e, 4f & 5

Participation: Students are expected to attend and participate constructively in class activities and discussions. If you miss more than three classes, then you will have missed a substantial portion of the course and will have compromised this percentage of your grade and jeopardize receiving credit for the course.

The participation of students in class activities and discussions contributes to the achievement of Objectives 1, 2, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b, 4c, 4d, 4e, 4f & 5

V. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by telephone or email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

VI. COURSE EXPECTATIONS AND GUIDELINES

Students are expected to attend class, complete the assigned readings in preparation for class discussions and as a foundation supporting lectures and class activities. The evaluation of classroom participation will be based on making contributions that are constructive and considerate. Oral presentations will be evaluated on the basis of being prepared, informative and delivered in a manner, which holds the interest of the audience. Written assignments will be evaluated on the quality of the ideas presented and the ability to use and cite pertinent literature correctly (use APA publication manual, 5th Ed.). Written assignments should be clear and concise, well organized, and reflect an integrated understanding of the reading assignments, lectures, outside sources of literature and relevant experiences and information. Assignments are to be submitted on time and there will be grade penalties for assignments submitted past due dates. University Polices concerning academic honesty will be strictly enforced.

VII. REQUIRED TEXTBOOKS

Hughes, R. L., Ginnett, R. C., & Curphy, G. J. (2009). *Leadership: Enhancing the lessons of Experience* (6th Ed.). Boston: McGraw-Hill Irwin.

Northouse, P. G. (2007). *Leadership: Theory and practice* (4th Ed.). Thousand Oaks, CA: Sage.

There will be additional readings available on-line via blackboard and the library. More specific information will be provided in class. We will also be creating a set of readings that are pertinent to application of leadership content to the student's concentration or field of practice. Please bookmark the following two sites:

California Social Welfare Archives:

<http://www.usc.edu/libraries/archives/arc/libraries/cswa/index.html>

Social Work Hall of Distinction:

<http://www.socialworkhallofdistinction.org>

Recommended Reading:

Kouzes, J. M. & Posner, B. Z. (2002). *The leadership challenge* (3rd Ed.). San Francisco: Jossey-Bass.

VIII. ACADEMIC ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

IX. EMERGENCY RESPONSE INFORMATION

To receive information, call main number (213)740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website; <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

University Park Campus

MRF – Lot B

SWC – Lot B

WPH – McCarthy Quad

VKC – McCarthy Quad

City Center

Front of the building (12th & Olive)

Orange County Campus

Faculty Parking Lot

Skirball Campus

Front of building

Do not re-enter the building until given the “all clear” by emergency personnel.

X. COURSE OUTLINE AND ASSIGNMENTS

Session 1) August 25: Introduction to course and explanation of syllabus. Historical overview of approaches to understanding leadership. Basic concepts in leadership. Relationship of leadership to management.

For session read Hughes, Ginnett & Curphy: Chapters 1
Read Northouse Chapter 1

Recommended Reading: Kouzes & Posner: Chapter 1

Session 1 contributes to the achievement of Objectives 1 & 2

Session 2) September 1: Learning, Developing and Assessing leadership. Trait approaches to leadership

For session 2 read Hughes, Ginnett & Curphy: Chapters 2, 3 & 7

Read Northouse Chapter 2

Grint, K. (2007). Learning to lead: can Aristotle help us find the road to wisdom. *Leadership*. 3(2): 211-230.

Recommended Reading: Kouzes & Posner: Chapter 2

Session 2 contributes to the achievement of Objectives 1, 2, 3e, 3f & 5

Session 3) September 8: Leadership and Self Awareness. Leadership Behaviors, Skills and an approach to leadership styles: The Leadership Grid

For session 3 read Hughes, Ginnett & Curphy: Chapter 4, 8 & pp. 319-325

Read Northouse Chapter 3 & 4

Recommended Reading: Kouzes & Posner: Chapter 3

Session 3 contributes to the achievement of Objectives 1, 2, 3a, 3e, 4d, 4f & 5

Session 4) September 15: Leading and Motivating: Content and Process theories of motivation; Path goal theory of leadership

For session 4 read Hughes, Ginnett & Curphy: Chapter 9, pp.597-604 & pp. 665-668

Read Northouse Chapter 7

Schepers, C., De Gieter, S., Pepermans, R. Due Bois, C., Caers, R. & Jegers, M. (2005). How are employees of the nonprofit sector motivated: A research need. *Nonprofit Management and Leadership*, 16(2): 191-208.

Recommended Reading: Kouzes & Posner: Chapters 4

Session 4 contributes to the achievement of Objectives 1, 2, 3b, 3e, 4d, 4e, 4f & 5

Session 5) September 22: Leadership, power and influence. The sources of power, gaining power and using power effectively and ethically.

For session 5 read Hughes, Ginnett & Curphy: Chapter 5, pp. 166-191 & pp. 487-493

Read Sager, J. S. (2008). Sources of interpersonal and organizational power. in J. Rothman, J. L. Erlich, & J. E. Tropman (Eds.), *Strategies of community organization* (7th. Ed.). (pp. 425-446).

Peosta, IA: Eddie Bowers Publishing Company.

Read Northouse pp. 7-11

Recommended Reading: Kouzes & Posner: Chapter 7 & 8

Session 5 contributes to the achievement of Objectives 1, 2, 3a, 3e, 4a, 4d, 4e & 5

Session 6) September 29: Empowerment, Coaching and Delegating:

For session 6 read Hughes, Ginnett & Curphy: pp.334-340, pp. 493-498 & pp. 517-530
 Recommended Reading: Kouzes & Posner: Chapter 9 & 10

Wallach, V. A. & Mueller, C. W. (2006). Job characteristics and organizational predictors of psychological empowerment among paraprofessionals within human service organizations: An exploratory study. *Administration in Social Work*, 30(1): 93-115.

Session 6 contributes to the achievement of Objectives 1, 2, 3b, 3c, 3e, 4a, 4d, 4e & 5

Session 7) October 6: Communicating effectively, conducting meetings and making effective presentations.

For session 7 read Hughes, Ginnett & Curphy: pp. 325-334, pp. 481-487 & pp. 668-670
 Recommended Reading: Kouzes & Posner: Chapter 5 & 6

Session 7 contributes to the achievement of Objectives 1, 3a, 3d, 3e, 3f, 4b, & 5

Session 8) October 13: Participative Management and Group decision making.

For session 8 read Hughes, Ginnett & Curphy: Chapter 10
 Read Northouse Chapter 10
 Recommended Reading: Kouzes & Posner: Chapter 11

Session 8 contributes to the achievement of Objectives 1, 2, 3a, 3c, 3d, 3e, 4a, 4b, 4c, 4d, 4e, 4f & 5

Session 9) October 20: Team Building and High Performance Teams.

For session 9 read Hughes, Ginnett & Curphy: pp. 498-517 & pp. 678-693
 Read Goleman & Boyatzis (2008) Social Intelligence and the Biology of Leadership
 Recommended Reading: Read Kouzes & Posner: Chapter 12
 Student presentations begin on session 9 and will run through session 15.

Session 9 contributes to the achievement of Objectives 1, 2, 3a, 3c, 3d, 3e, 4a, 4b, 4c, 4d, 4e, 4f & 5

Session 10) October 27: Leader-member exchange (LMX) theory and Psychodynamic approaches to leadership

For session 10 read Hughes, Ginnett & Curphy: pp. 28-34

Read Northouse Chapter 8 & 11

Session 10 contributes to the achievement of Objectives 1, 2, 3a, 3c, 3e, 3f, 4a, 4b, 4c, 4f & 5

Session 11 November 3: Situational and Contingency approaches to leadership—changing styles, situations and leaders.

For session 11 read Hughes, Ginnett & Curphy: Chapters 11 & 12
Read Northouse Chapter 5 & 6

Schmid, H. (2006). Leadership styles and leadership change in human and community service organizations. *Nonprofit Management and Leadership*, 17(2): 179-194.

Session 11 contributes to the achievement of Objectives 1, 2, 3a, 3b, 3e, 3f, 4b, 4c, 4d, 4e, 4f & 5

Session 12 November 10: The causes of conflict, managing and resolving conflict.

For session 12 read Hughes, Ginnett & Curphy: pp. 671-678

Wan, H. K. (2007). Conflict management behaviors of welfare practitioners in individualistic and collectivist culture. *Administration in Social Work*, 31(1): 49-65.

Armistead, C., Pettigrew, P. & Aves, S. (2007). Exploring leadership in multi-sectorial partnerships. *Leadership*. 3(2): 231-246.

Session 12 contributes to the achievement of Objectives 1, 2, 3a, 3c 3e, & 5

Session 13 November 17: Transformational Leadership and Leading Change.

For session 13 read Hughes, Ginnett & Curphy: Chapter 13
Read Northouse Chapter 9

Misrahi, T. & Berger, C. S. (2001). Effect of a changing health care environment on social work leaders: Obstacles and opportunities in hospital social work. *Social Work*. 46(2): 170-182.

Misrahi, T. & Berger, C. S. (2005). A longitudinal look at social work leadership in hospitals: The impact of a changing health care system. *Health and Social Work*. 30(2): 155-165.

Session 13 contributes to the achievement of Objectives 1, 2, 4a, 4b, 4c & 5

Session 14 November 24: Leadership, culture and diversity. Women and Leadership

For session 14 read Hughes, Ginnett & Curphy: pp.35-40 & pp191-197

Northouse chapters 12 & 13

Stotzer, R. L. & Tropman, J. E. (2006). Professionalizing social work at the national level: Women social work leaders, 1910-1982. *Journal of Women and Social Work*. 21(1): 9-27

Tropman, J. (1968). The married professional social worker. *Journal of Marriage and the Family*. 30(4): 661-665

Williams, M. S. & Gray, W. L. (2007). Status of women in Texas state government: Organizational variables. *Administration in Social Work*, 31(1): 5-25.

Session 14 contributes to the achievement of Objectives 1, 2, 3a, 3b, 3c, 3e, 3f, 4a, 4b, 4c, 4d, 4e, 4f & 5

Session 15) December 1: Advanced leadership skills, reducing stress and mitigating job burnout. Time management. Leadership: values and ethics. Student presentations end.

For session 15 read Hughes, Ginnett & Curphy: pp. 340-362 & review pp. 166-191

Northouse Chapter 14

Rothschild, J. & Milofsky, C. (2006). The centrality of values, passions, and ethics in the nonprofit sector. *Nonprofit Management and Leadership*, 17(2): 137-143.

Recommended Reading: Read Kouzes & Posner: Chapter 13

Session 15 contributes to the achievement of Objectives 1, 2, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b, 4c, 4d, 4e, 4f & 5

Jon Simon Sager, Ph.D.

Some ideas to stimulate your thoughts on leadership topics for oral presentations

Transformational leadership
 Leadership and the creation of community organizations
 Leaders and core groups
 Leadership at different stages of organization development or life cycles
 Leading Teams
 Transformational vs. Transactional leadership
 Leadership and developing a vision
 Leadership and inspiring followers to help enact the vision
 Leadership in cutback milieus or other crisis
 Leadership during emergencies
 Leadership of social agencies during a disaster
 Leading the turn around of an organization
 Leading volunteers
 Leading a diverse work force
 The leader's role in change
 Leading change
 Leading social movements
 Leading large agencies, leading small ones, contrasting leadership of large & small agencies
 Leadership in public, private, public vs. private etc.
 Transition of leadership
 Leadership challenges in the 21st century
 Leadership and ethnicity, race, age, gender, culture, other characteristics (this can involve looking at leaders along these dimensions or looking at the cross sectional issues, such as a younger person leading and older person or vice versa, educational discrepancies between leaders and follows, ethnic and racial differences among leaders and followers and so forth).
 Leadership and Ethics
 Leadership and Politics
 Succession of Leadership
 Terms of the Succession of Leadership
 Executive Development
 Leadership in emerging markets or developing countries
 Global Leadership