



# USC | School of Social Work

## SOWK 611

### Leadership in the Social Work Profession and Organizations: Theory and Practice

#### Three Units

2016: VAC

**Instructor:** Stephen Koffman, LCSW

**E-Mail:** skoffman@usc.edu

**Course Day:** Monday/Wednesday

**Telephone:** 310-251-3109

**Course Time:** 4:45/6:30

**Office:** VAC LMS

**Course Location:** VAC LMS

**Office Hours:** By Appointment

#### I. COURSE PREREQUISITES

#### II. CATALOGUE DESCRIPTION

Through didactic and experiential methods, students learn to interpret and apply leadership theory and research. Covers skills of effective leadership at all organizational levels.

#### III. COURSE DESCRIPTION

On April 22-23, 2010, 400 social work leaders, ranging in age from 22 to 85, met in Washington, DC to explore issues facing the profession. Leadership development was one of the 10 imperatives voted on by the attendees. This imperative's goal is the integration of leadership training in social work **at all levels** in order **to identify the next generation of social work leaders among Gen X and Gen Y professionals.**<sup>1</sup> As social work professionals, our leadership begins with understanding and managing ourselves so that we can be in service to the individuals, groups, communities and organizations we serve. In addition, we serve as leaders to strengthen the profession through direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Our ultimate goal as social work leaders is in the sustainability of a profession that has sought to enhance the wellbeing of mankind in all walks of life. This includes taking responsibility for the development of others through supervision, mentoring, teaching, management and self-leadership.

Leadership is defined as "a process of influencing others to achieve a goal." This course is derived from theory and research and uses real life observations and experiences from both faculty and students. Advanced social work professionals require leadership knowledge, skills, and abilities to better

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<sup>1</sup> 2010 Congress @naswdc.org

understand and meet the challenges of working within complex and diverse urban social settings that address a range of contemporary social service issues. The course will address a panoply of topics to enhance effective practices. Among these are motivation, communication skills, power and influence, team building and group facilitation, conflict management, and various approaches to leadership styles and methods with emphasis on situational approaches and transformational leadership. One 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. While 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.

**IV. COURSE OBJECTIVES**

The Leadership in the Social Work Profession and Organizations: Theory and Practice course (SOWK 611) will:

Objective #	Objectives
1	Provide a framework for the application of personal, interpersonal, team and organizational leadership skills grounded in behavioral science theory and research.
2	Promote the capability of effectively advocating and influencing across a spectrum of social work practice from micro, mezzo to macro practice, in order to achieve social and economic justice for clients.
3	Provide opportunities to gain the knowledge and skills related to power and influence, ethics, values, diversity, multiculturalism, when acting on behalf of client and populations as social work change agents in organizations and communities.
4	Teach skills for enhance students' ability to motivate, communicate, change and support healthy functioning in groups, teams, organizations and community settings and to respond to the needs of diverse and multicultural populations.
5	Provide the means to assess students' strength-based leadership skills and support development of a plan to augment their leadership skill.

**V. COURSE FORMAT / INSTRUCTIONAL METHODS**

Lectures, interactive discussions, experiential exercises, role plays, videos, power-point presentations, overheads, instrumentation and guest lectures 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. Expect the lectures, discussions, activities and so forth to extend, provide insight, and employ actual examples from both the instructor and students experiences in field placements and other settings. The application of these modalities will also emphasize the relevance to the students concentration.

**VI. STUDENT LEARNING OUTCOMES**

Student learning for this course relates to one or more of the following ten social work core competencies:

	<b>Social Work Core Competencies</b>	<b>SOWK 611</b>	<b>Course Objective</b>
1	<b>Demonstrate Ethical and Professional Behavior</b>	*	<b>1,3,5</b>
2	<b>Engage in Diversity and Difference in Practice</b>	*	<b>1,3,4</b>
3	<b>Advance Human Rights and Social, Economic, and Environmental Justice</b>	*	<b>2,3</b>
4	<b>Engage in Practice-informed Research and Research-informed Practice</b>	*	<b>1,4</b>
5	<b>Engage in Policy Practice</b>	*	<b>2,3</b>
6	<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>	*	<b>1,4,5</b>
7	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>	*	<b>1,3,4</b>
8	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	*	<b>1,3,4</b>
9	<b>Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>	*	<b>1,3,4</b>

\* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><b>1. Demonstrate Ethical and Professional Behavior:</b></p> <ul style="list-style-type: none"> <li>▪ Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels</li> <li>▪ Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas</li> <li>▪ Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior</li> <li>▪ Understand the profession's history, its mission, and the roles and responsibilities of the profession</li> <li>▪ Understand the role of other professions when engaged in inter-professional teams</li> <li>▪ Recognize the importance of life-long learning and commit to continually updating their skills to ensure they are relevant and effective</li> <li>▪ Understand emerging forms of technology and the ethical use of technology in social work practice</li> </ul>	<p>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</p>	<p>Assignment 1 Assignment 2 Assignment 3 Active Participation</p>
	<p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p>	
	<p>Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication</p>	
	<p>Use technology ethically and appropriately to facilitate practice outcomes</p>	
	<p>Use supervision and consultation to guide professional judgment and behavior</p>	

<p><b>2. Engage in Diversity and Difference in Practice:</b></p> <ul style="list-style-type: none"> <li>Understand how diversity and difference characterize and shape the human experience, and how they are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including, but not limited to: age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</li> <li>Understand that, as a consequence of difference, a person's life experiences may include: oppression, poverty, marginalization, and alienation, as well as, privilege, power, and acclaim.</li> <li>Understand the forms and mechanisms of oppression and discrimination, and recognize the extent to which a culture's structures and values, include: social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</li> </ul>	<p>Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p>	<p>Assignment 2</p> <p>Assignment 4</p> <p>Active Participation</p>
	<p>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</p>	
	<p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	

<p><b>3. Advance Human Rights and Social, Economic, and Environmental Justice:</b></p> <ul style="list-style-type: none"> <li>Understand that every person regardless of position in society has fundamental human rights such as: freedom, safety, privacy, an adequate standard of living, health care, and education</li> <li>Understand the global interconnections of oppression and human rights violations, develop knowledgeable about theories of human need and social justice, and create strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equally and that civil, political, environmental, economic, social, and cultural human rights are protected.</li> </ul>	<p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p>	<p>Assignment 4</p> <p>Active Participation</p>
	<p>Engage in practices that advance social, economic, and environmental justice.</p>	

<p><b>4. Engage In Practice-informed Research and Research-informed Practice:</b></p> <ul style="list-style-type: none"> <li>Understand quantitative and qualitative research methods, and their respective roles in advancing a science of social work and in evaluating their practice.</li> <li>Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.</li> <li>Understand that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing.</li> <li>Understand the processes for translating research findings into effective practice.</li> </ul>	<p>Use practice experience and theory to inform scientific inquiry and research.</p>	<p>Assignment 1</p> <p>Assignment 3</p> <p>Active Participation</p>
	<p>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	
	<p>Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	

<p><b>5. Engage in Policy Practice:</b></p> <ul style="list-style-type: none"> <li>Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.</li> <li>Understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.</li> <li>Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels, and how they actively engage in policy practice to effect change within those settings.</li> <li>Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy.</li> <li>Knowledgeable about policy formulation, analysis, implementation, and evaluation.</li> </ul>	<p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p>	<p>Assignment 2</p> <p>Active Participation</p>
	<p>Assess how social welfare and economic policies impact the delivery of, and access to social services.</p>	
	<p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights: socially, economically, and through environmental justice.</p>	

<p><b>6. Engage with Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>▪ Value the importance of human relationships.</li> <li>▪ Understand theories of human behavior and the social environment, critically evaluating and applying this knowledge to facilitate engagement with clients and constituencies, including: individuals, families, groups, organizations, and communities.</li> <li>▪ Understand strategies to engage diverse clients and constituencies to advance practice effectiveness.</li> <li>▪ Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.</li> <li>▪ Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</li> </ul>	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>Assignment 2</p> <p>Assignment 4</p> <p>Active Participation</p>
<p>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>		

<p><b>7. Assess Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including: individuals, families, groups, organizations, and communities.</li> <li>▪ Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.</li> <li>▪ Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.</li> <li>▪ Understand how their personal experiences and affective reactions may affect their assessment and decision-making.</li> </ul>	<p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>	<p>Assignment 1</p> <p>Assignment 2</p> <p>Assignment 4</p> <p>Active Participation</p>
<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p>		
<p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>		
<p>Select appropriate intervention strategies based on the assessment, research knowledge, values and preferences of clients and constituencies.</p>		



<p><b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>▪ Knowledgeable of evidence-informed interventions to achieve the goals of clients and constituencies, including: individuals, families, groups, organizations, and communities.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies.</li> <li>▪ Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals.</li> <li>▪ Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</li> </ul>	<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	<p style="text-align: center;">Assignment 4 Active Participation</p>
	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</p>	
	<p>Use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes</p>	
	<p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	
	<p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	

<p><b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities.</li> <li>Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.</li> <li>Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes.</li> <li>Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</li> </ul>	<p>Select and use appropriate methods for the evaluation of outcomes.</p>	<p>Assignment 2</p> <p>Assignment 4</p> <p>Active Participation</p>
	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	
	<p>Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</p>	
	<p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	

**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

Assignment	Due Date	% of Final Grade
<b>Assignment 1 - Strength Based Analysis</b>	Week 7	20%
<b>Assignment 2 - Team Oral Presentation</b>	Weeks 9-15	20%
<b>Assignment 3 - Leadership Development and Self Efficacy Plan</b>	Week 11	20%
<b>Assignment 4 - Leadership Approaches &amp; Application</b>	Final Week	30%
<b>Class Participation</b>	Ongoing	10%

Each of the major assignments is described below:

**Assignment One: Strength Based Analysis (20%)**

In assignment one, you will create your strength based leadership profile identifying strengths you wish to augment, areas you wish to improve and weaknesses to eliminate. An array of inputs will inform this analysis, including results from the various assessments you took and the views you obtained from others in the 360 feedback process.

**Due: October 10/12 (Week 7)**

*This assignment relates to student learning outcomes 1, 2, 3, 4, 5, 7, 8, 11, & 14*

**Assignment Two: Group Oral Presentation (20%)**

Students will form teams. Teams are typically comprised of two to three 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 (note: please avoid using the topic of power in the oral presentation; your knowledge of power was already assessed in the midterm). We will discuss this further in class. Instructor approval is required for your presentation topic and the instructor will probably want to coordinate lectures to complement the team’s presentation. Teams ordinarily present during class Units nine (9)-15, but your instructor will provide specific timelines. Oral presentations will be evaluated on the basis of being prepared, informative and delivered in a manner, which holds the interest of the audience.

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

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Transformational leadership</li> <li>Authentic leadership</li> <li>Servant leadership</li> <li>Leadership and the creation of community organizations</li> <li>Leaders and core groups</li> <li>Leadership at different stages of organization development or life cycles</li> <li>Leading teams</li> <li>Transformational vs. transactional leadership</li> <li>Leadership and developing a vision</li> <li>Leadership and inspiring followers to help enact the vision</li> <li>Leadership in cutback milieus or other crisis</li> <li>Leadership during emergencies</li> <li>Leadership of social agencies during a disaster</li> <li>Leading the turn around of an organization</li> </ul> | <ul style="list-style-type: none"> <li>Leading large agencies, leading small ones, contrasting leadership of large &amp; small agencies</li> <li>Leadership in public, private, public vs. private etc.</li> <li>Transition of leadership</li> <li>Leadership challenges in the 21st century</li> <li>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)</li> <li>Emotional Intelligence</li> <li>Leadership and ethics</li> <li>Leadership and politics</li> <li>Succession of leadership</li> </ul> |
|---|--|

Leading volunteers  
 Leading a diverse work force  
 The leader's role in change  
 Leading change  
 Leading social movements

Terms of the succession of leadership  
 Executive development  
 Leadership in emerging markets or developing countries  
 Global leadership

**Due: October 24 – December 5 (Units 9-15)**

*This assignment relates to student learning outcomes 2, 9, 13, 15, 16, 17 & 18*

### **Assignment Three: Leadership Development and Self-Efficacy Plan (20%)**

In assignment three, you will create a personal plan for developing yourself as a current or future leader and/or increasing your self-efficacy within your chosen concentration or field of practice. Keep in mind that a leader does not have to have a title or play a particular role. Many significant decisions made and actions taken are by individuals in informal leadership capacities.

**Due: November 7/9 (Week 11)**

*This assignment relates to student learning outcomes 1, 2, 3, 5, 6, 8, 11, 12, & 16,*

### **Assignment Four: Leadership Approaches & Application (30%)**

The final assignment is an analysis of the leadership approach(es) that you feel are most important to the social work profession and to your concentration. Section 2, Power Analysis, requires you to examine your sources of power and its application in your internship/work environments. Finally, you will select two areas of application to discuss, working with or leading teams, resolving conflicts, and working with diverse and multicultural populations.

**Due: December 5/7 Last day of class**

*This final assignment relates to student learning outcomes . 1, 3, 4, 5, 8, 10, 13, 14, 15, 16, 17 & 18*

**Note:** 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, 6<sup>th</sup> 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. Students should consult publications of current research and theory to support ideas.

### **Class Participation (10%) ONGOING**

Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active, oral class participation. Class participation should consist of active, meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class. When in class, students should demonstrate their understanding of the material and be prepared to offer comments or reflections about the material, or alternatively, to have a set of thoughtful questions about the material. Students are expected to participate and complete in-class exercises. These exercises are used to stimulate discussion, encourage critical thinking, reinforce social work values and concretize concepts.

Students are further expected to complete assignments on or before the due date and notify the instructor if they are having difficulty comprehending the course material or keeping up with the assignments. Failure to meet these expectations will result in the reduction of grades. Class participation and

completion of related mini-exercises used to stimulate discussion, encourage critical thinking, and reinforce social work values and concretize concepts.

**Class grades will be based on the following:**

4 point scale		100 point scale	
3.85 – 4.00	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

**OR:**

Class is graded Credit/No Credit (CR/NC): Students must earn at least 73 out of a possible 100 points in the course in order to receive a CR.

**USC School of Social Work Grading Standards**

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

- 1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have demonstrated by the student.
- (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.
- (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.
- (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.
- (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
- (6) Grades between C- to F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

## VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

### Required Textbooks

Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York: Gallup Press.

(Instructor Note: **This text must be purchased new!** The text contains a code and the identification of a website, where you will be asked to take an assessment that lasts about 30 minutes. Upon completing the assessment, you will be provided with an analysis of your major leadership strengths and suggestions for augmenting the strengths. You will use this information in class.

Northouse, P. G. (2016). *Leadership: Theory and practice* (7<sup>th</sup> ed.). Thousand Oaks, CA: Sage.

### Required Articles and Readings

There are required and recommended readings that are assigned and may be found on ARES (see below) Also, your instructor may assigned and recommend additional readings throughout the course.

The assigned readings, other than the required texts, can be obtained through our Library ARES system

<https://usc.ares.atlas-sys.com/ares/>

Once logged into ARIES, students should search by using the Lead Faculty instructor name (Cheryl Macon Oliver or Murali Nair), rather than the actual instructor's name. Students should also be able to find the readings by searching by department or course number: SOWK 611.

The following information should be useful to those who have never used ARES before:

ARES uses USC's authentication system to allow access to reserves materials and courses. First time users can access ARES by logging in with your USC username and email password followed by filling out a brief one-time information form. Your USC username is the same as the e-mail username assigned to every enrolled USC student, as well as every staff and faculty. The username is everything before the @ symbol in your USC email address.

After you login into ARES, you need to search for the class you want to add. There are two ways to search. First, under the **Student Tools** menu on the left side of the screen, click on **Search Classes**. On the subsequent page, click on the appropriate drop-down menu to select by Department, Instructor (easiest method), or Course Number. **Note:** If you select Class Name under Course Number, you will need to know the title of your class as found on the class syllabus or in the [USC Schedule of Classes](#). Once you locate the class, click on **Go** and on the subsequent page click the **Add Class** link located to the left of the search results to add the class you need. After you are finished searching, click on **Main Menu** and you will see all the classes you have added.

**Required Websites**

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>

ARES

<https://usc.ares.atlas-sys.com/help.shtm>

**Recommended Readings**

Brody, R. & Nair, M. (2014). *Effectively Leading Human Service Organizations* (4<sup>th</sup> Edition). Thousand Oaks, CA: Sage.

**Recommended Guidebook for APA Style Formatting & Writing**

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington: APA.

Szuchman, L. T., & Thomlison, B. (2007). *Writing with style: APA style for social work* (3<sup>rd</sup> ed.). New York, NY: Wadsworth Publishing Company.

(Instructor Note: This is an e-book that you can purchase for approximately \$20.00 at:

<https://www.ichapters.com/tl1/en/US/storefront/ichapters?cmd=catProductDetail&showAddButton=true&ISBN=978-0-495-09883-6>)

The Elements of Style - A rule book for writing

<http://www.bartleby.com/141/>.

USC Guide to Avoiding Plagiarism

[http://www.usc.edu/student-affairs/student-conduct/ug\\_plag.htm](http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm).

**Recommended Websites**

National Association of Social Workers

<http://www.naswdc.org>

The Leader to Leader Institute:

<http://leadertoleader.org/>

The Center for Creative Leadership:

<http://www.ccl.org/leadership/index.aspx>

The Greenleaf Center for Servant-Leadership:

<http://www.greenleaf.org/>

Being First, Inc.:

<http://www.beingfirst.com/>

## Course Overview

Unit	Topics	Assignments
<b>Part 1: Introduction to Leadership</b>		
1	<ul style="list-style-type: none"> <li>■ Introductions</li> <li>■ Explanation of syllabus and required assignments</li> <li>■ Historical overview of leadership</li> <li>■ Leadership in social work</li> </ul>	
<b>Part 2: Personal Leadership and Applications</b>		
2	<ul style="list-style-type: none"> <li>■ Definitions and conceptual frameworks</li> <li>■ Assessing leadership</li> <li>■ Developing leaders</li> <li>■ Strength based leadership</li> </ul>	
3	<ul style="list-style-type: none"> <li>■ Theories and applications of leadership: Transformational leadership, Full Range Leadership, Authentic leadership and Servant leadership</li> </ul>	
4	<ul style="list-style-type: none"> <li>■ Leadership, values and ethics</li> </ul>	Complete Ethics Assessment in Northouse
<b>Part 3: Interpersonal Leadership</b>		
5	<ul style="list-style-type: none"> <li>■ Leadership and self-awareness</li> <li>▼ Strength based leadership</li> </ul>	Complete SBL Assessment Bring Results and Information to Class
6	<ul style="list-style-type: none"> <li>■ Emotional intelligence, motivation, and communication</li> </ul>	Complete Emotional Intelligence Assessment
7	<ul style="list-style-type: none"> <li>■ Power and influence:                             <ul style="list-style-type: none"> <li>▼ The sources of power, gaining power and using power effectively and ethically</li> </ul> </li> <li>■ Implications for empowerment</li> </ul>	<b>Due: Assignment 1: Strength Based Analysis</b>
<b>Part 4: Group and Team Leadership</b>		
8	<ul style="list-style-type: none"> <li>■ Theories and applications of leadership: Path goal and the Leadership Grid</li> </ul>	
9	<ul style="list-style-type: none"> <li>■ Team building: Group Dynamics, participation and group decision making</li> </ul>	<b>Due: Assignment 2: Team Presentations Begin Units 9-14</b>
10	<ul style="list-style-type: none"> <li>■ Leadership, diversity and culture</li> </ul>	
<b>Part 5: Organization and Community Leadership</b>		
11	<ul style="list-style-type: none"> <li>■ Theories and applications of leadership: Trait, psychodynamic, and Leader Member Exchange (LMX)</li> </ul>	<b>Due: Assignment 3: Leadership Development &amp; Self-Efficacy Plan</b>
12	<ul style="list-style-type: none"> <li>■ Theories and applications of Leadership: Situational approaches, delegating, coaching and mentoring</li> </ul>	
<b>Part 6: Enduring Issues and Themes in Leadership</b>		
13	<ul style="list-style-type: none"> <li>■ Women and leadership</li> </ul>	
14	<ul style="list-style-type: none"> <li>■ Causes of conflict and conflict resolution, leading change in organizations, causes and social movements</li> </ul>	



Unit	Topics	Assignments
15	■ Reflections	Due: Assignment 4 - Finals Week Leadership Approaches & Application
<b>STUDY DAYS / NO CLASSES</b>		

## Course Schedule—Detailed Description

### Part 1: Introduction to Leadership

Where leadership is found: Case Advocacy, Policy Advocacy, Leading and Managing Groups and Teams, Organizations, and Community Organizing

Unit 1: Introduction to Leadership and Historical Overview	Date
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**Topics**

- Introductions
- Explanation of syllabus and required assignments
- Historical overview of leadership and leadership in social work
- Management and Leadership

This Unit relates to course objective 1.

**Required Readings**

Mostovicz, I. E.; Kakabadse, N. K.; & Kakabadse, A. (2014). Dynamic Theory of Leadership, Leadership & Organization Development Journal, Volume 30, Issue 6, Pages 563-576

Lawler, J. (2007). Leadership in social work: A case of caveat emptor? *British Journal of Social Work*, 37, 123-141.

\*Northouse, P. G. (2016). Introduction In *Leadership: Theory and practice* (7<sup>th</sup> ed.). Chapter 1, pp. 1-18. Thousand Oaks. Sage.

\*Rank, M. G., & Hutchinson, W. S. (2000). An analysis of leadership within the social work profession. *Social Work Education*, 16(3), 487-502.

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.

**VIDEOS:**

**GREAT QUOTES FROM GREAT LEADERS:** [HTTPS://WWW.YOUTUBE.COM/WATCH?V=QN8KGBWA0BY](https://www.youtube.com/watch?v=QN8KGBWA0BY)

**Great Leaders of the World Who Inspired the Humanity**  
<https://www.youtube.com/watch?v=gC9OKd96Gs8>

**How Great Leaders Inspire Action – Ted Talk**  
[http://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action](http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action)

**Recommended Readings**

Day, D. (2001). Leadership development: A review in context. *Leadership Quarterly*, 11(4), 581–613.

Fertig, R. D., & Rose, J. S. (2007). *100 years of social work at USC 1906-2006*. Los Angeles: University of Southern California School of Social Work.

Jansson, B. S. (2009). Making the American welfare state more humane—Past, present, and future. In *The Reluctant Welfare State: Engaging History to Advance Social Work Practice in Contemporary Society*, (6<sup>th</sup> ed., chap. 2). USA: Brooks/Cole Cengage Learning.

## Part 2: Personal Leadership and Applications

### Identifying what it takes to be a Leader

<b>Unit 2: Assessing and Developing Leaders</b>	<b>Date</b>
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**Topics**

- Definitions and conceptual frameworks
- Assessing leadership
- Developing leaders
- Strength based leadership

This Unit relates to course objectives 1 & 3.

**Required Readings**

Brody, R. & Nair, M. (2014). Leading the Organization in Effectively Leading Human Service Organizations (4<sup>th</sup> Edition pp. 3-18). Thousand Oaks, CA: Sage.

\*Rath, T., & Conchie, B. (2008). Investing in your strengths In *Strengths based leadership: Great leaders, teams, and why people follow* (part 1, pp. 1-17). New York: Gallup Press.

Hernez-Broome, G. & Hughes, R. (2014). Leadership Development: Past, Present, and Future. Center for Creative Leadership. <http://www.ccl.org/leadership/pdf/research/cclLeadershipDevelopment.pdf>

Zaleznik, A. (1977), "Managers and Leaders: Are they Different?", *Harvard Business Review*, Vol. 55, No. 3, pp. 67-78.

**Videos:****EVERYDAY LEADERSHIP - DREW DUDLEY**

<HTTPS://WWW.YOUTUBE.COM/WATCH?V=UAY6EAWKKME>

**FUNNY LEADERSHIP VIDEO - LEADERSHIP ANIMATION**

<HTTPS://WWW.YOUTUBE.COM/WATCH?V=EYZVC-EVA-IS>

**SIMON SINEK: WHY LEADERS EAT LAST**

<HTTPS://WWW.YOUTUBE.COM/WATCH?V=RErCHDEUG9Y>

**Recommended Readings**

Key-Roberts, M (2014) Strengths-Based Leadership Theory and Development. *Military Review*. March-April 2014 (pp 5-13)

Retrieved from:

[http://usacac.army.mil/CAC2/MilitaryReview/Archives/English/MilitaryReview\\_20140430\\_art005.pdf](http://usacac.army.mil/CAC2/MilitaryReview/Archives/English/MilitaryReview_20140430_art005.pdf)

Packard, T (2014) Leadership and Performance in Human Services Organizations In *Managing for Performance*. Thousand Oaks, CA: Sage Publications. (Chapter 7-pp: 143-164)

**Unit 3: Transformational, Authentic, and Servant Leadership****Date****Topics**

- Theories and applications of leadership:
  - ▼ Transformational, Authentic, & Servant leadership

This Unit relates to course objectives 1-5.

**Required Readings**

- \*Northouse, P. G. (2016). Transformational Leadership In *Leadership: Theory and practice* (7<sup>th</sup> ed. Chapter 8, pp. 161-193). Thousand Oaks, CA: Sage **Complete the MLQ on page 189**
- \*Northouse, P. G. (2016). Authentic Leadership In *Leadership: Theory and practice* (7<sup>th</sup> ed. Chapter 9, pp. 195-223). Thousand Oaks, CA. Sage **Complete the ALQ on page 218-219**
- \*Northouse, P. G. (2016). Servant Leadership In *Leadership: Theory and practice* (7<sup>th</sup> ed. Chapter 10, pp. 219-252). Thousand Oaks, CA: Sage **Complete the SLQ on page 250-251**

**Videos:****LEADERS CARE - INSPIRATIONAL LEADERSHIP VIDEO**

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=03o1JZ7c7GI](https://www.youtube.com/watch?v=03o1JZ7c7GI)

**AUTHENTIC LEADERSHIP PROFILE-GANDHI:**

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=HCHW11UUJEQ](https://www.youtube.com/watch?v=HCHW11UUJEQ)

**SERVANT LEADERSHIP:** [HTTPS://WWW.YOUTUBE.COM/WATCH?V=zHY95SY3RJC](https://www.youtube.com/watch?v=zHY95SY3RJC)

**SERVANT LEADERSHIP MOVIE CLIPS:** [WWW.YOUTUBE.COM/WATCH?V=LABCGT5AN0M](http://www.youtube.com/watch?v=LABCGT5AN0M)

**Recommended Readings**

- Bishop, W. "Defining the Authenticity in Authentic Leadership". *The Journal of Values Based Leadership* Volume 6, Issue 1, Winter/Spring 2013. Pp. 71- 78.
- Fisher, E. (2005). Facing the challenges of outcomes measurement: The role of transformational leadership. *Administration in Social Work*, 29(4), 35–49.
- Mary, N. L. (2005). Transformational leadership in human service organizations. *Administration in Social Work*, 29(2), 105-118.
- 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.
- Moynihan, D.P., Pandey, S. & Wright, B. "Setting the Table: How Transformational Leadership Fosters Performance Information Use". *Journal of Public Administration Research and Theory Advance Access*. May 9, 2011. pp. 1-22.
- O'Shea, P. G., Foti, R. J., Hauenstein, N. M. A., & Bycio, P. (2009). Are the best leaders both transformational and transactional? A pattern-oriented analysis. *Leadership*, 5(2), 237-260.
- Spears, L. (2005). The understanding and practice of servant-leadership. *International Journal of Servant-Leadership*, 1(1), 29–45.
- Tucker, B., & Russell, R. (2004). Influence of the transformational leader. *Journal of Leadership & Organizational Studies*, 10(4), 103–111.

**Unit 4: Ethics****Date****Topics**

- Leadership
- Values
- Ethics

This Unit relates to course objectives 3 & 5

**Required Readings**

Brown, M. E., Trevino, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes*, 97, 117-134.

Monahan, Kelly (2012). A Review of the Literature Concerning Ethical Leadership in Organizations. *Emerging Leadership Journeys*, Vol. 5, Issue 1, pp. 56-66.

\*Northouse, P. G. (2016). Leadership Ethics In *Leadership: Theory and practice* (7<sup>th</sup> ed. Chapter 13, pp. 330-362). Thousand Oaks, CA: Sage. **Complete the PLIS on page 356-357**

Wark, L. (2010) "Ethical Standards for Human Service Professionals". *Journal of Human Services*; Oct. 2010, Vol. 30 Issue 1, pp 81-89.

**Videos:**

**Apple CEO Tim Cook on Ethical Leadership:**

<https://www.youtube.com/watch?v=3ygNKNaMv4c>

**CHEATING ETHICS LECTURE AT TEDX**

<HTTPS://WWW.YOUTUBE.COM/WATCH?V=TQC-WSKUQZ8>

**Why Aren't we all Good Samaritans?**

<https://www.youtube.com/watch?v=r3wyCxHtGd0>

**Recommended Readings**

Bagley, C.(2003). "The Ethical Leader's Decision Tree". *Harvard Business Review*. Pp. 85-98.

NASW. (2008). Social Workers Code of Ethics. <https://www.socialworkers.org/pubs/code/code.asp>

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

Theoharis, G. (2010). Social justice educational leaders and resistance: Toward a theory of social justice leadership. *Education Administration Quarterly*, 43(2), 221-258.

## Part 3: Interpersonal Leadership

### How Do You Influence Others and How Do You Get Followers To Follow You?

#### Unit 5: Strength Based Leadership

Date

##### Topics

- Leadership and self-awareness
- Strength based leadership

This Unit relates to course objectives 1 & 5.

##### Required Readings

Northouse, P. G. (2016). Skills Approach In *Leadership: Theory and practice* (7<sup>th</sup> ed. Chapter 3,. pp. 43-71). Thousand Oaks, CA: Sage **Complete the Skills Inventory on page 67-68**

Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow* (pp. 17-99, 101-235 & 239-245). New York: Gallup Press.

**(Instructor Note: Begin self paced reading of descriptions of the various strengths; e.g., read approximately 25+ pages per week over the next five weeks.)**

##### Videos:

##### Leadership and Vision – Google Tech Talks

[https://www.youtube.com/watch?v=yK\\_fEX8WNf8](https://www.youtube.com/watch?v=yK_fEX8WNf8)

##### TOP 10 GREATEST SPEECHES FROM TV SHOWS

<HTTPS://WWW.YOUTUBE.COM/WATCH?V=TCBCH9KC2MY>

##### The Importance of leading in Community Service

<https://www.youtube.com/watch?v=5OqqAKHfHv8>

##### Recommended Readings

Brokaw, L.(2012).Self-Awareness: A Key to Better Leadership. *MIT Sloan Management Review*. Pp18-29

Welch, D.; Grossaint, K; Reid, K & Walker, C. (2104). “Strengths-based leadership development: Insights from expert coaches”. *Consulting Psychology Journal: Practice and Research*, Vol 66(1), 20-37.

Weyhrauch, W. S. (2010). Psychological strength training: Can it help employees enhance their well-being? *The Academy of Management Perspectives*, 24(2), 82-83.

#### Unit 6: Emotional Intelligence, Motivation and Communication

Date

##### Topics

- Emotional intelligence
- Motivation
- Communication

This Unit relates to course objectives 2, 3, 4 & 5.

##### Required Readings

\*Northouse, P. G. (2016). Emotional Intelligence In *Leadership: Theory and practice* (7<sup>th</sup> ed., pp. 27-28). Thousand Oaks, CA: Sage.

\*Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York: Gallup Press.

Fisher, E. A. (2009). Motivation and leadership in social work management: A review of theories and related studies. *Administration in Social Work*, 33(4), 347-367.

**Videos:**

**EMOTIONAL INTELLIGENCE AND LEADERSHIP- TED TALK**  
[HTTPS://WWW.YOUTUBE.COM/WATCH?V=0K8TcF-3oFY](https://www.youtube.com/watch?v=0K8TcF-3oFY)

**Simon Sinek: Why Leaders Eat Last**  
<https://www.youtube.com/watch?v=ReRcHdeUG9Y>

**John Maxwell: The five levels of Leadership**  
<https://www.youtube.com/watch?v=aPwXeg8ThWI>

**Recommended Readings**

- Cherian, Jacob and Jacob, Jolly (2013) Impact of Self Efficacy on Motivation and Performance of Employees. *International Journal of Business and Management*; Vol. 8, No. 14; 2013
- Ellemers, N., DeGilder, D., Haslam, S. A. (2004). Motivating individuals and groups at work: A social identity perspective on leadership and group performance. *Academy of Management Review*, 29(3), 459-478.
- Fisher, E. A. (2009). Motivation and leadership in social work management: A review of theories and related studies. *Administration in Social Work*, 33(4), 347-367.
- Goleman, D., & Boyatzis, R. (2008). *Social Intelligence and the Biology of Leadership*. Boston, MA: Harvard Business Publishing.
- 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.
- 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.

**Unit 7: Power and Influence: Implications for Empowerment****Date****Topics**

- Power and Influence:
  - ▼ The sources of power, gaining power and using power effectively and ethically
- Implications for empowerment

This Unit relates to course objectives 2,3, & 4.

**Required Readings**

- Goncalves, Marcus (2013). Leadership Styles: The Power to Influence Others. *International Journal of Business and Social Science*, Vol. 4 No. 4; April 2013
- Northouse, P. G. (2016). *Leadership: Theory and practice* (7<sup>th</sup> ed., pp. 10-12). Thousand Oaks: Sage.
- Sager, J. S. (2008). Sources of interpersonal and organizational power. In J. Rothman, J. L. Erlich, & J. E. Tropman (Eds.), *Strategies of community organization* (7<sup>th</sup> ed., pp. 425-446). Peosta, IA: Eddie Bowers Publishing Company.

**Videos:****EMPOWERING RISING LEADERS – TED TALK**<HTTPS://WWW.YOUTUBE.COM/WATCH?V=O-V7E8WK2IW>**HOW GREAT LEADERS INSPIRE ACTION**<HTTPS://WWW.YOUTUBE.COM/WATCH?V=QP0HIF3SFI4>**SCIENCE OF PERSUASION - TED TALK**<HTTPS://WWW.YOUTUBE.COM/WATCH?V=CFDCZN7RYBW>**Recommended Readings:**

Clolery, P. (2013). The Non Profit Times' 2013 Power and Influence Top 50. *The Non Profit Times*. August 20, 2013.

[http://www.thenonproffitimes.com/wp-content/uploads/2013/08/8-1-13\\_Top50\\_SR.pdf](http://www.thenonproffitimes.com/wp-content/uploads/2013/08/8-1-13_Top50_SR.pdf)

Hollenbeck, G., McCall, M., & Silzer, R. (2006). Leadership competency models. *Leadership Quarterly*, 17, 398–413.

Lunenburg, F. C. (2012). Power and Leadership: An Influence Process. *International Journal of Management, Business, and Administration*. Vol. 15, (1). Pp. 1-11.

**Part 4: Group and Team Leadership****The Effective Use of Groups and Teams****Unit 8: Path Goal and Leadership Grid****Date****Topics**

- Theories and applications of leadership:
  - ▼ Path goal
  - ▼ The Leadership Grid

This Unit relates to course objectives 1, 4, & 5. .

**Required Readings**

\*Northouse, P. G. (2016). Path Goal Theory In *Leadership: Theory and practice* (7<sup>th</sup> ed. Chapter 6, pp. 115-136). Thousand Oaks, CA: Sage **Complete the PGLQ on page 133-134**

Northouse, P. G. (2016). Behavioral Approach In *Leadership: Theory and practice* (7<sup>th</sup> ed. Chapter 6, pp. 71-92). Thousand Oaks, CA: Sage **Complete the LBQ on page 88-89**

**Videos:****Exercises to Develop Your Leadership Skills:**<https://www.youtube.com/watch?v=HmngLfNAhCQ>**Executive Peer Group - How to develop your leadership skills:**<https://www.youtube.com/watch?v=ttrHYXiCNcM>**Path-Goal Theory Case Study:**[https://www.youtube.com/watch?v=dzVwnPj\\_na8](https://www.youtube.com/watch?v=dzVwnPj_na8)

## Recommended Readings

- Aarons, G, Hurlburt, M & Hortwitz, S. (2011). Advancing a Conceptual Model of Evidence-Based Practice in Public Sectors. *Administrative Policy in Mental Health*. 38: 4-23
- House, R. J., & Mitchell, T. R. (1974). Path-goal theory of leadership. *Journal of Contemporary Business*, 3, 81–97.
- Leister, A; Borden, D. & Fiedler, F.(1977). Validation of Contingency Model Leadership Training: Leader Match.*Academy of Management Journal*. Vol. 20 no. 3, pp. 464-470
- Stinson, J & Johnson, T.(1975). The Path-Goal Theory of Leadership: A Partial Test and Suggested Refinement. *Academy of Management Journal*. Vol. 18 no. 2. pp. 242-252

## Unit 9: Team Building and Participation

Date

### Topics

- Team building
  - ▼ Group dynamics; Effective teams
  - ▼ Participation and group decision making

This Unit relates to course objectives 1& 4.

### Required Readings

- \*Northouse, P. G. (2016). Team Leadership In *Leadership: Theory and practice* (7<sup>th</sup> ed. Chapter 14, pp. 363-393). Thousand Oaks, CA: Sage. **Complete the TECTLQ on page 391-392**
- \*Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York: Gallup Press.
- Scott-Ladd, C.A. & Chan, B. (2014). Emotional intelligence and participation in decision-making: strategies for promoting organizational learning and change. *Strategic Change*, 13: 95–105
- Yun, Seokhwa and Cox, Jonathan. (2007). Leadership and Teamwork: The Effects of Leadership and Job Satisfaction on Team Citizenship. *International Journal of Leadership Studies*. V 2 I (3),p171-193

### Videos:

#### LEADERSHIP LESSONS FROM DANCING GUY

<HTTPS://WWW.YOUTUBE.COM/WATCH?V=FW8AMMCVAJQ>

#### CLUSTER LEADERSHIP- TED TALK

<HTTPS://WWW.YOUTUBE.COM/WATCH?V=256CdSGR9UE>

#### LEAD LIKE THE GREAT CONDUCTORS – TED TALK

<HTTPS://WWW.YOUTUBE.COM/WATCH?V=R9G3Q-QVTSS>

## Recommended Readings

- Betts, S. C., & Santoro, M. D. (2007). Integrating leadership theories and team research: A conceptual framework based on level of analysis and type of control. *Journal of Organizational Culture, Communications and Conflict*, 11(1), 1-17.



- Bronstein, L. R. (2003). A model for interdisciplinary collaboration. *National Association of Social Workers, Inc.*, 48(3), 297-306.
- Carson, J. B., Tesluk, P. E., & Marrone, J. A. (2007). Shared leadership in teams: An investigation of antecedent conditions and performance. *Academy of Management Journal*, 50(5), 1217-1234.
- Moran, P. Jacobs, C. Bunn, A., & Bifulco, A. (2006). Multi-agency working: Implications for an early-intervention social work team. *Child and Family Social Work*, 12, 143-151.
- Somech, A. (2006). The effects of leadership style and team process on performance and innovation in functionally heterogeneous teams. *Journal of Management*, 32(1), 132-157.

## Unit 10: Diversity and Culture

Date

### Topics

- Leadership, diversity, and culture

This Unit relates to course objectives 2 & 4.

### Required Readings

- \*Northouse, P. G. (2016). Culture and Leadership In *Leadership: Theory and practice* (7<sup>th</sup> ed. Chapter 16, pp. 427-465). Thousand Oaks, CA: Sage **Complete the DOCQ on page 459-463**
- Schwartz, R. H., Tiamiyu, M. F., & Dwyer, D. J. (2007). Social worker hope and perceived burnout: The effects of age, years of practice, and setting. *Administration in Social Work*, 31(4), 103-120.
- Tourish, D., & Tourish, N. (2010). Spirituality at work, and its implications for leadership and followership: A post-structuralist perspective. *Leadership*, 6(2), 207-224.

### Videos:

#### Leadership in Cross-Cultural Environments

<https://www.youtube.com/watch?v=jPFbvN75Y2w>

#### Cross Cultural Differences- Clip from Seinfeld, Season 5 finale - 'The Opposite'

<https://www.youtube.com/watch?v=ZlcFB0NZHLo>

#### SURPRISING WAYS TO OFFEND PEOPLE IN OTHER COUNTRIES

<HTTPS://WWW.YOUTUBE.COM/WATCH?V=UTE0G9AMZnk>

### Recommended Readings

- Eagly, A & Chin, J.(2010). Diversity and leadership in a changing world. *American Psychologist*, Vol 65(3), Apr 2010, 216-224.
- Romero, E. (2005). The effect of Hispanic ethnicity on the leadership process. *International Journal of Leadership Studies*, 1, 86–101.
- Wang, P., Lawler, J. J., & Shi, K. (2010). Work-family conflict, self-efficacy, job satisfaction and gender: Evidence from Asia. *Journal of Leadership and Organizational Studies*, 17(3), 298-308.
- Yip, J., Twohill, E., Ernst, C., & Munusamy, V. P. (2010). Leadership in faith-based nonprofits: The power of identity boundaries to bind and blind. *Nonprofit Management and Leadership*, 20(4), 461-472.

## Part 5: Organization and Community Leadership

How to Lead in Organizational and Community Settings

### Unit 11: Trait, Psychodynamic and Leader Member Exchange

Date

#### Topics

- Theories and applications of leadership:
  - ▼ Trait
  - ▼ Psychodynamic
  - ▼ Leader Member Exchange (LMX)

This Unit relates to course objectives 1, 4, & 5.

#### Required Readings

- \*Northouse, P. G. (2016). Trait Approach In *Leadership: Theory and practice* (7<sup>th</sup> ed. Chapter 2, pp. 19-42). Thousand Oaks, CA: Sage. **Complete the LTQ on page 38-39**
- \*Northouse, P. G. (2016). Leader-Member Exchange Theory In *Leadership: Theory and practice* (7<sup>th</sup> ed. Chapter 7, pp. 137-158). Thousand Oaks, CA: Sage. **Complete the LMX7Q on page 155-156**
- \*Northouse, P. G. (2016). Psychodynamic Approach In *Leadership: Theory and practice* (7<sup>th</sup> ed. Chapter 12, pp. 295-327). Thousand Oaks, CA: Sage. **Complete the LAQ on page 318-323**
- \*Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York: Gallup Press.

#### Videos:

**Leader Member Exchange Theory:** <https://www.youtube.com/watch?v=Jie93QkqOuw>

**LEADERSHIP: TRAIT VS PATH-GOAL:** [HTTPS://WWW.YOUTUBE.COM/WATCH?V=F116UPXWK-I](https://www.youtube.com/watch?v=F116UPXWK-I)

**PSYCHODYNAMIC APPROACH TO LEADERSHIP:**

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=DNGJUSJKFK4](https://www.youtube.com/watch?v=DNGJUSJKFK4)

#### Recommended Readings

- Cluley, R. (2008). The psychoanalytic relationship between leaders & followers. *Leadership*, 4(2), 201-212.
- Eeden, R; Cilliers, F & Deventer, V.(2008). Leadership Styles and Associated Personality Traits. *South African Journal of Psychology*. Vvol. 38 no. 2. pp. 253-267
- Schyns, B., Maslyn, J. M., & Weibler, J. (2010). Understanding the relationship between span of control and subordinate consensus in leader-member exchange. *European Journal of Work and Organizational Psychology*, 19(3), 388-406.
- Wayne, S., Shore, L. & Liden, R. (1997). *Perceived Organizational Support and Leader-Member Exchange: A Social Exchange Perspective*. *Academy of Management Journal*. Vol. 40(1) 82-111

**Unit 12: Situational Leadership, Delegating and Coaching****Date****Topics**

- Theories and applications of leadership:
  - ▼ Situational approaches
  - ▼ Delegating
  - ▼ Coaching and mentoring

This Unit relates to course objectives . 1, 4, & 5.

**Required Readings**

\*Northouse, P. G. (2016). Situational Approach In *Leadership: Theory and practice* (7<sup>th</sup> ed. Chapter 5, pp. 93-113). Thousand Oaks, CA: Sage **Complete the LAQ on page 109-111**

McCleskey, J. A. (2014). Situational, Transformational, and Transactional Leadership and Leadership Development. *Journal of Business Studies Quarterly*. Vol 5 (4), pp.114-124

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

**Videos:****Ted Talk: How Great Leaders Inspire Action**

[http://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action.html](http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action.html)

**TED TALK: A LEADERSHIP STYLE THAT WORKS FOR ALL**

<HTTPS://WWW.YOUTUBE.COM/WATCH?v=3OI6UEXPoKg>

**Situational Leadership - rabbit and turtle**

[https://www.youtube.com/watch?v=NUGdw3S\\_FGE](https://www.youtube.com/watch?v=NUGdw3S_FGE)

**Recommended Readings**

Boyatzis, R.; Smith, M. & Blaize, N. (2006). Developing Sustainable Leaders Through Coaching and Compassion. *Academy of Management: Learning and Education*. Vol. 5 (1), pp. 8-24

Graeff, C. (1983). The Situational Leadership Theory: A Critical View. *Academy of Management Review*. Vvol. 8 no. 2, pp. 285-291

Scandura, T. (1998). *Dysfunctional Mentoring Relationships and Outcomes Journal of Management*. vol. 24(3), pp. 449-467

**Part 6: Enduring Issues and Themes in Leadership****Unit 13: Women and Leadership****Date****Topics**

- Women and leadership

This Unit relates to course objectives 2 & 4.

**Required Readings**

Chernesky, R. H. (2003). Examining the glass ceiling: Gender influences on promotional decisions. *Administration in Social Work*, 27(2).

- Dewane, C. J. (2008). 10 leadership strategies for women in social service management. *Social Work Today*, 8(2).
- Eagly, A. H., & Schmidt-Johannesen, M. C. (2001). The leadership styles of women and Men. *The Journal of Social Issues*, 57(4).
- Elliott, C., & Stead, V. (2008). Learning from leading women experience: Towards a sociological understanding. *Leadership*, 4(2), 159-180.
- Heuvel, W. V. (2008). Eleanor Roosevelt and her greatest achievement: The universal declaration of human rights. *The Interdependent*, 6(3), 29.
- \*Northouse, P. G. (2016). Gender and Leadership In *Leadership: Theory and practice* (7<sup>th</sup> ed. Chapter 15, pp. 397-420). Thousand Oaks, CA: Sage **Complete the GLIAT on page 416-418**
- Perlmutter, F. D., & Crook, W. P. (2004). Administrative Advocacy and the Management of Change Living the Legacy: The Women's Rights Movement 1848 – 1998. In *Changing hats while managing change: From Social Work Practice to Administration* (2<sup>nd</sup> ed., chap. 5). Retrieved from <http://www.legacy98.org/move-hist.html>
- 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.

**Video:**

**Sheryl Sandberg on Leadership**

[http://www.ted.com/talks/sheryl\\_sandberg\\_why\\_we\\_have\\_too\\_few\\_women\\_leaders.html](http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders.html)

**PBS video: Women, Power & Politics**

<http://www.pbs.org/shows/437/video.html>

**Recommended Readings**

- Addams, J. (2002). *Selected papers of Jane Addams. Preparing to Lead*. Vol.1. Univ. of Illinois Press.
- Addams, J. (2009). *Selected papers of Jane Addams. Venturing into Usefulness*. Vol.II. University of Illinois Press.
- Eagly, A. & Carli, L. The Female Leadership Advantage: An Evaluation of the Evidence. *The Leadership Quarterly*. Volume 14, Issue 6, December 2003, Pages 807–834
- Eagly, A., & Carli, L. (2003). Finding gender advantage and disadvantage: Systematic research integration is the solution. *Leadership Quarterly*, 14, 851–859.
- Ward, R. M., Popson, H. C., & DiPaolo, D. G. (2010). Defining the alpha female: A female leadership measure. *Journal of Leadership and Organizational Studies*, 17(3), 309-320.
- Williams, M. S., & Gray, W. L. (2007). Status of women in Texas state government: Organizational variables. *Administration in Social Work*, 31(1), 5-25.

**Unit 14: Conflict and Change****Date****Topics**

- Causes of conflict and conflict resolution
- Leading change in organizations
- Leading Causes and Social Movements

This Unit relates to course objectives 2, 3, & 4.

**Required Readings:**

Kazimoto, Paluku (2013). Analysis of Conflict Management and Leadership for Organizational Change. *International Journal of Research In Social Sciences*. Vol. 3, No.1. pp. 16-25

Perlmutter, F. D., & Crook, W. P. (2004). Administrative Advocacy and the Management of Change Living the Legacy: The Women's Rights Movement 1848 – 1998. *In Changing hats while managing change: From Social Work Practice to Administration* (2nd ed., chap. 5). Retrieved from <http://www.legacy98.org/move-hist.html>.

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

**Videos:**

**Viva la Causa:** <https://www.youtube.com/watch?v=uD7ACJLT3OY>

**TED TALK - NELSON MANDELA, NEGOTIATION AND CONFLICT MANAGEMENT IN LEADERSHIP**  
<HTTPS://WWW.YOUTUBE.COM/WATCH?V=UFJV1FDCTBQ>

**TED TALK - THE RAREST COMMODITY IS LEADERSHIP WITHOUT EGO**  
<WWW.YOUTUBE.COM/WATCH?V=UQRPVMCGJJK>

**Tools for a Movement of Leaders: Tactics & History of Social Movements**  
<https://www.youtube.com/watch?v=cdiLpitU-1M>

**Recommended Readings**

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

Hernez-Broome, G., & Hughes, R. (2004). Leadership development: Past, present, and future. *Human Resource Planning*, 27(1), 24–32.

**Unit 15: Reflections****Date****Topics**

- Discussion

## University Policies and Guidelines

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### IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. 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 email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class 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.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

### X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

### XI. STATEMENT FOR STUDENTS WITH DISABILITIES

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.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or [ability@usc.edu](mailto:ability@usc.edu).

### XII. EMERGENCY RESPONSE INFORMATION

**Note:** The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the 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.

Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
<b>City Center</b>	Front of Building (12 <sup>th</sup> & Olive)	<b>Orange County</b>	Faculty Parking Lot
<b>MRF</b>	Lot B	<b>San Diego</b>	Building Parking Lot
<b>SWC</b>	Lot B	<b>Skirball</b>	Front of Building
<b>VKC</b>	McCarthy Quad		
<b>WPH</b>	McCarthy Quad		

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

**XIII. STATEMENT ABOUT INCOMPLETES**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

**XIV. POLICY ON LATE OR MAKE-UP WORK**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

**XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

**XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly  
[<http://www.socialworkers.org/pubs/Code/code.asp>]*

**Preamble**

The primary mission of the social work profession is to enhance human wellbeing & help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, & living in poverty. A historic and defining feature of social work is the profession’s focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

These core values reflects what is unique to the social work profession. Core values, & the principles that flow from them, must be balanced within the context and complexity of the human experience.

## **XVII. COMPLAINTS**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the lead faculty member, Cheryl Macon Oliver at [maconoli@usc.edu](mailto:maconoli@usc.edu). If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at [рмаiden@usc.edu](mailto:рмаiden@usc.edu). Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or [june.wiley@usc.edu](mailto:june.wiley@usc.edu) for further guidance.

## **XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE**

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

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*Don't procrastinate or postpone working on assignments.*

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