

**Social Work 611**

**Leadership and Management in the Social Work Profession  
and  
Organizations: Theory and Application**

**3 Units**

*“The good we secure for ourselves is precarious and uncertain until  
it is secured for all of us and incorporated into our common life”  
Jane Addams*

*Spring 2018*

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[LCSW](#)

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**Office Hours:** 9:15-9:45  
am/11:00-11:30am and by  
appointment

**Course Day:** [Saturday](#)

**Course Time:** 8:00am/9:40am

**Course Location:** [THE VAC](#)

**I. COURSE PREREQUISITES**

None

**II. CATALOGUE DESCRIPTION**

Methods and principles of leadership and management applied to social work practice, understood as policy, management and clinical practice in the non-profit sector, health and human service organizations, and non-traditional social work settings.

**III. COURSE DESCRIPTION**

Students are exposed to leadership and management theories and evidence based models to enhance social work practice in health and human service organizations and non-traditional social work settings. This introductory course has three main goals: (1) to self-discover and improve leadership and management skills focusing on positive and effective social change; (2) to examine how leadership is enacted at different levels in organizations and communities by exposing social work students to theories and applications to real-world practice settings; and (3) to analyze the roles, functions, and responsibilities of human service leaders, including elected officials, social justice and community organizers working in diverse social work fields. This course prepares graduate students to understand

their own sources of leadership, as well as evidence-based management practices to effectively respond to organizations' current challenges and opportunities. Topics to be covered include: self-leadership analysis, the role of empathy in leadership, evidence-based mezzo and macro practices, management and organization practice, gender, cultural, and ethnic issues in resource development, and managing and working in complex settings. Increase in self-awareness of leadership and management competencies through self-rating questionnaires, exercises, assignments, instruments and case studies are integral aspects of learning. This course is built on the integration of leadership, management, and understanding of the context, in which excellence in practice takes place as essential components of social work.

#### **IV. COURSE OBJECTIVES**

The Leadership and Management in the Social Work Profession and Organizations Course (SOWK 611) will:

<b>Objective #</b>	<b>Objectives</b>
1	Provide a multidisciplinary framework for the application of personal, interpersonal, team and organizational leadership skills applied to social work practice.
2	Demonstrate critical analysis of means to assess students' strength-based leadership skills and empathic attributes as key references to develop a plan to augment their leadership skills.
3	Increase awareness of organizational behavior, including management, effective communication, collaboration, conflict resolutions, human resource and strategic management skills.
4	Provide instruments for organizational, management, and leadership analysis to assess the effectiveness of operations in health and human service agencies and non-traditional social work organizations within the context of current socio-economic, organizational and political trends. Emphasis will be given to diversity and cultural proficiency in the work place.
5	Enhance development of research-driven focus to the evidence based foundation needed for students to develop core knowledge of leadership and management concepts, applications and open their options for innovative roles during placement and after graduation.

#### **V. COURSE FORMAT / INSTRUCTIONAL METHODS**

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

## VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

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

\* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b> Social workers understand that every child, young person, and family member, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and employ social justice strategies to promote social and economic justice and human rights for children and families and the communities in which they live. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of social goods, rights, services, and responsibilities and to protect the civil, political, environmental, economic, social, and cultural rights of children, youth, and families. Social workers are aware of the historical and current impact of colonization and globalization on children, youth and families, and incorporate social justice practices to bear witness to and actively dismantle oppression and foster liberation.</p>	<ol style="list-style-type: none"> <li>1. Provide a multidisciplinary framework for the application of personal, interpersonal, team and organizational leadership skills applied to social work practice.</li> <li>2. Demonstrate critical analysis of means to assess students' strength-based leadership skills and empathic attributes as key references to develop a plan to augment their leadership skills.</li> <li>3. Increase awareness of organizational behavior, including management, effective communication, collaboration, conflict resolutions, human resource and strategic management skills.</li> <li>4. Provide instruments for organizational, management, and leadership analysis to assess the effectiveness of operations in health and human service agencies and non-traditional social work organizations within the context of current socio-economic, organizational and political trends. Emphasis will be given to diversity and cultural proficiency in the work place.</li> <li>5. Enhance development of research-driven focus to the evidence based foundation needed for students to develop core knowledge of leadership and management concepts and applications and open their options for innovative roles during placement and after graduation.</li> </ol>	<p><b>3a.</b> Incorporate social justice practices in advocating for policies that promote empowerment in vulnerable children, youth and families.</p>	<p>Values</p>	<p>Units: 9-15  Assignments: 1, 3</p>
		<p><b>3b.</b> Analyze and consider the human rights and social justice aspects of interventions with children, youth, and families</p>	<p>Values, Exercise of judgment</p>	<p>Units: 1-8  Assignments: 1, 2, 3</p>

## VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
<b>Assignment 1: The Leadership Discovery</b>	Unit 7	30%
<b>Assignment 2: Development of a Personal Leadership Vision and Self-Efficacy Plan</b>	Unit 10	30%
<b>Assignment 3: Final Paper and Presentation: Leadership Analysis and Impact to Vulnerable Populations</b>	Unit 14,15	30%
<b>Class Participation: Active and Meaningful</b>	Ongoing	10%

Each assignment is described below. **DUE AT BEGINNING OF CLASS**

### Assignment 1 (30% of Course Grade)

Students will be asked to complete a 6-8-page paper based on their leadership attributes and strengths. The Leadership Discovery Assignment can effectively guide the further development of student leadership skills, empathy attributes, actions, and other positive behaviors. Based on leadership assessments, students will identify current strengths; the ones they wish to augment, and negative behaviors to eliminate. An array of inputs will inform the leadership discovery paper, including results from the various leadership and management assessments taken during the first six weeks of the course.

**Due: Feb 24.**

*This assignment relates to student learning outcome 1, 7, 9.*

### Assignment 2 (30% of Course Grade)

Students will be asked to complete a 6-8 page paper on the Development of a Personal Leadership Vision and Self-Efficacy Plan. The goal of this assignment is for students to formulate a personal vision and leadership plan based on results obtained from Assignment 1. The paper will include each student's short, intermediate and long term self-efficacy plan to practice and develop their top leadership attributes. It will also include specific goals and objectives to continue applying and developing their leadership skills.

**Due: March 17.**

*This assignment relates to student learning outcome 2, 5 – 9.*

### Assignment 3 and Presentation (30% of Course Grade)

Using the national stage as the backdrop for this assignment, the final assignment will be a written paper and class presentation analyzing the leadership qualities of key national leaders and the potential impact on a chosen vulnerable population. Students (in groups of two or three) will be assigned the leader for analysis, but students will choose the vulnerable population of interest. There will be both a complete written paper (6-8 pages) and a 20–25 minute engaging presentation where students will use the course concepts to analyze their assigned leader's characteristics, such as leadership approach/theory, uses of power, emotional intelligence, communication style, ethics, and the impact of their style/approach on

vulnerable populations. **Note: This assignment will neither focus on politics nor engage in an analysis of the assigned leaders' political views. It is based on the analysis of leadership styles.**

**Due:** April 14.

*This assignment relates to student learning outcome 1 - 9.*

**Class Participation (10% of Course Grade)**

Your involvement in this class is considered essential to your growth as a practitioner. Your presence and active engagement in class, along with being prepared by having read, and completed assignments and leadership assessments prior to class, are very important. Active participation in class discussions and group activities are part of the grade.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	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 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

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 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 is determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given for student work that is judged as 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- and 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. (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 30-40 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> Edition). Thousand Oaks, CA: Sage.

### Required Articles and Readings

There are required and recommended readings that are assigned and may be found on ARES:

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

Once logged into ARES, students should search by using the SOWK 611 Lead Faculty instructor's name (Professor Jane James), 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.

After you log 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 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>

### Recommended Readings

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

Burghardt, S & Tolliver, W. (2010). *Stories of Transformative Leadership in the Human Services: Why the Glass Is Always Full*. Thousand Oaks, CA: Sage Publications.

### 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.

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>

Network for Human Service Managers

[www.socialworkmanger.org](http://www.socialworkmanger.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/>

**Note:** Additional required and recommended readings may be assigned by the instructor throughout the course.



## Course Overview

Unit #	Topics	Assignments & Assessments
<b>PART I: DISCOVERY AND SELF-EFFICACY</b>		
1	Course Introduction and Historical Overview <ul style="list-style-type: none"> <li>▪ Introductions</li> <li>▪ Course Syllabus, Expectations, and Assignments</li> <li>▪ The Art and Science of Leadership and Management</li> <li>▪ Importance of Leadership in the Social Work Profession</li> <li>▪ CSWA Hall of Distinction Website Review</li> </ul>	
2	Assessing and Developing Leaders <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>	<b>Leadership Assessment #1: Followership Survey, Leadership Class</b>
3	Transformational, Full Range, Authentic and Servant Leadership <ul style="list-style-type: none"> <li>▪ Theories and Applications of Leadership</li> <li>▪ Transformational, Authentic and Servant Leadership</li> </ul>	<b>Leadership Assessment #2: Servant Leadership Leadership</b>  <b>Assessment #3: Authentic Leadership</b>
4	Ethics in Leadership <ul style="list-style-type: none"> <li>▪ Value Based Leadership</li> <li>▪ Ethics in Leadership</li> </ul>	<b>Leadership Assessment #4: Perceived Leader Integrity Scale</b>
5	Strength Based Leadership <ul style="list-style-type: none"> <li>▪ Strength Based Leadership</li> <li>▪ Self-Leadership Theory and Application</li> </ul>	<b>Leadership Assessment #5: Rath SBL Assessment</b>
6	Emotional Intelligence, Motivation and Communication <ul style="list-style-type: none"> <li>▪ Emotional Intelligence</li> <li>▪ Motivation</li> <li>▪ Communication</li> </ul>	<b>Leadership Assessment #6: Emotional Intelligence Assessment</b>
<b>PART II: BEHAVIOR AND COMMUNICATION</b>		
7	Power and Influence, Implications for Empowerment <ul style="list-style-type: none"> <li>▪ Power and Influence</li> <li>▪ The Sources of Power, Gaining and Using Power</li> <li>▪ Implications for Empowerment</li> </ul>	<b>Assignment 1 Due FEB 24</b>
8	Path Goal and Leadership Grid <ul style="list-style-type: none"> <li>▪ Theories and Application of Leadership:</li> <li>▪ Path Goal</li> <li>▪ The Leadership Grid</li> </ul>	
9	Team Building and Participation <ul style="list-style-type: none"> <li>• Team Building</li> <li>• Group Dynamics: Effective Teams</li> <li>• Participation and Group Decision Making Culture and</li> </ul>	

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Leadership		
<b>10</b>	Diversity and Culture <ul style="list-style-type: none"><li>• Culture and Leadership</li><li>• Diversity and Leadership</li></ul>	<b>Assignment 2 Due March 17</b>
<b>11</b>	Trait, Psychodynamic and Leader Member Exchange <ul style="list-style-type: none"><li>• Trait</li><li>• Psychodynamic</li><li>• Leader Member Exchange (LMX)</li></ul>	<b>Leadership Assessment #7: LMX 7 Questionnaire</b>
<b>12</b>	Situational Leadership, Delegating and Coaching <ul style="list-style-type: none"><li>▪ Theories and Application of Leadership:</li><li>▪ Situational Approaches</li><li>▪ Delegating</li><li>▪ Coaching and Mentoring</li></ul>	
<b>13</b>	Women in Leadership <ul style="list-style-type: none"><li>• Women and Leadership</li></ul>	
<b>PART III: LEADERSHIP ACTION AND SOCIAL CHANGE</b>		
<b>14</b>	Conflict and Change <ul style="list-style-type: none"><li>• Causes of Conflict and Conflict Resolution</li><li>• Leading Change in Organization</li><li>• Leading Causes and Social Movements</li></ul>	<b>Assignment 3 Due April 14</b>
<b>15</b>	Student Group Class Presentations <ul style="list-style-type: none"><li>• Leadership action and social change</li></ul>	

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## Course Schedule—Detailed Description

### PART I: LEADERSHIP DISCOVERY AND APPLICATION

#### Unit 1 (Discovery and Application): Introduction to leadership and Historical and Overview

##### Topics

- Course Syllabus, Expectations, and Assignments
- The Art and Science of Leadership and Management
- Importance of Leadership in the Social Work Profession
- CSWA Hall of Distinction Website Review

##### Required Reading

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.

Packard, T. (2012). Leading and Changing Human Services Organizations. In *Management of human service programs* by Lewis, J., Packard, T. & Lewis, M. Chapter 11. Pp. 234-262. Boston: Cengage Learning.

##### Application

California Social Work Hall of Distinction - <http://www.socialworkhallofdistinction.org/>

##### Recommended Resources and Websites

Hilary Cottam: *Social Services are Broken. How We Can Fix Them.*  
[http://www.ted.com/talks/hilary\\_cottam\\_social\\_services\\_are\\_broken\\_how\\_we\\_can\\_fix\\_them](http://www.ted.com/talks/hilary_cottam_social_services_are_broken_how_we_can_fix_them)

#### Unit 2 (Discovery and Application): Assessing and Developing Leaders

##### Topics:

- Definitions and Conceptual Frameworks
- Assessing Leadership
- Developing Leaders
- Strength-Based Leadership

##### Required Reading

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

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

Rath, T. (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.

### Application

**PRIOR TO CLASS** – Complete the following leadership assessment:

**Leadership Assessment #1: Followership and Leadership**

### Unit 3 (Discovery and Application): Transformational, Full Range, Authentic and Servant Leadership

#### Topics

- Theories and Application of Leadership
- Transformational Leadership
- Authentic Leadership
- Servant Leadership

#### Required Reading

Hargis, M. B., Watt, J. D., & Piotrowski, C. (2011). Developing leaders: Examining the role of transactional and transformational leadership across business contexts. *Organization Development Journal*, 29(3), 51-66.

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 Authentic Leadership Self-Assessment on page 218-219)**

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.

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

#### Recommended Resources and Websites

<https://www.youtube.com/watch?v=hWZTds02Njs>

<https://www.youtube.com/watch?v=1KeNfhw7bK0>

#### Application

**PRIOR TO CLASS** – Complete the following leadership assessment:

**Leadership Assessment #2 Servant Leadership and #3: Authentic Leadership**

### Unit 4 (Discovery and Application): Ethics in Leadership

#### Topics

- Value Based Leadership
- Ethics in Leadership

#### Required Reading

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.

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

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

#### **Recommended Resources and Websites**

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

NASW Social Work Boards on best practice standards on Social Work Supervision  
<http://www.socialworkers.org/practice/naswstandards/supervisionstandards2013.pdf>

#### **Application**

**PRIOR TO CLASS** – Complete the following leadership assessment:  
**Leadership Assessment #4: Perceived Leader Integrity Scale (page 356)**

### **Unit 5 (Discovery and Application): Strength Based Leadership**

#### Topics

- Strength Based Leadership
- Self-Leadership Theory and Application

#### **Required Readings**

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

Rath, T. (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.)

#### **Application**

**PRIOR TO CLASS - Students will complete online:**

**Leadership Assessment #5: Strengths-Based Leadership Survey.** Students need to purchase a new book from Rath and Conchie (2008) to complete this online leadership assessment.

### **Unit 6 (Discovery and Application): Emotional Intelligence, Motivation and Communication**

#### Topics

- Emotional Intelligence
- Motivation
- Communication

## Required Reading

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

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.

Scott-Ladd, Christopher C.A., & Chan, B. (2014). Emotional intelligence and participation in decision-making: Strategies for promoting organizational learning and change. *Strategic Change*, Vol. 13, 95–105.

**Application: PRIOR TO CLASS - Students will complete:**

### **Leadership Assessment #6: Emotional Intelligence Assessment**

#### **Website resources:**

Daniel Goleman on Emotional Intelligence

[http://www.ted.com/talks/daniel\\_goleman\\_on\\_compassion?language=en](http://www.ted.com/talks/daniel_goleman_on_compassion?language=en)

Simon Sinek on how great leaders inspire action –

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

## **PART II: BEHAVIOR AND COMMUNICATION**

### **Unit 7 (Behavior and Communication): Power and Influence, Implications for Empowerment**

#### **Topics**

- Power and Influence
- The Sources of Power, Gaining and Using Power
- Implications for Empowerment

## **Required Reading**

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* (7th ed., pp. 10-12). Thousand Oaks: Sage.

Sager, J. S. (2008). Sources of power. In J. Rothman, J. L. Erlich, & J. E. Tropman (Eds.), *Strategies of community intervention* (7th ed., pp. 425-446). Peosta, IA: Eddie Bowers Publishing Company.

### **Assignment 1 Due**

### **Unit 8 (Behavior and Communication): Path Goal and Leadership Grid**

### Topics

- Theories and Applications of Leadership:
- Path Goal
- The Leadership Grid

### Required Readings

Northouse, P. G. (2016). Path Goal Theory In Leadership: Theory and practice (7th ed. Chapter 6, pp. 115-136). Thousand Oaks, CA: Sage.

## Unit 9 (Behavior and Communication): Team Building and Participation

### Topics

- Team Building
- Group Dynamics: Effective Teams
- Participation and Group Decision Making

### Required Reading

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.

Yun, S., Cox, J., Sims, H. P., & Salam, S. (2007). Leadership and Teamwork: The Effects of Leadership and Job Satisfaction on Team Citizenship. *International Journal of Leadership Studies*, Vol. 2(3), pp. 171-193.

**Application:** Students will participate in a team building activity. Instructor will provide materials.

## Unit 10 (Behavior and Communication): Diversity and Culture

### Topics

- Leadership and Diversity
- Leadership and Culture

### Required Reading

Mor Barak, E. M. & Travis, J. D. (2009) Diversity and organizational performance In Y. Hasenfeld (Ed.). *Human services as complex organizations* (2nd Ed.), Thousand Oaks: Sage, pp: 341-378.

Northouse, P. G. (2016). Culture and Leadership. In *Leadership: Theory and practice* (7th ed.

Chapter 16, pp. 427-465). Thousand Oaks, CA: Sage.

**Recommended Website:**

George Yancy and Joe Feagin on American Racism in the 'White Frame'

[http://opinionator.blogs.nytimes.com/2015/07/27/american-racism-in-the-white-frame/?\\_r=1](http://opinionator.blogs.nytimes.com/2015/07/27/american-racism-in-the-white-frame/?_r=1)

Instructor will provide additional course reading materials

**Assignment 2 Due**

**Unit 11 (Behavior and Communication): Trait, Psychodynamic and Leader Member Exchange**

**Topics**

Trait, Psychodynamic and Leader Member Exchange

- Theories and Applications of Leadership:
- Trait
- Psychodynamic
- Leader Member Exchange (LMX)

**Required Reading**

Northouse, P. G. (2016). Trait Approach In Leadership: Theory and practice (7th ed. Chapter 2, pp. 19-42). Thousand Oaks, CA: Sage.

Northouse, P. G. (2016). Leader-Member Exchange Theory In Leadership: Theory and practice (7th ed. Chapter 7, pp. 137-158). Thousand Oaks, CA: Sage.

Northouse, P. G. (2016). Psychodynamic Approach In Leadership: Theory and practice (7th ed. Chapter 12, pp. 295-327). Thousand Oaks, CA: Sage.

**Application: PRIOR TO CLASS - Students will complete:**

**Leadership Assessment #7: LMX 7 Questionnaire (page 155)**



## Unit 12 (Behavior and Communication): Situational Leadership, Delegating and Coaching

### Topics

- Theories and Application of Leadership:
- Situational Approaches
- Delegating
- Coaching and Mentoring

### Required Reading

Northouse, P. G. (2016). Situational Approach In *Leadership: Theory and practice* (7th ed. Chapter 5, pp. 93-113). Thousand Oaks, CA: Sage.

McCleskey, J. A. (2014). Situational, Transformational, and Transactional Leadership and Leadership Development. *Journal of Business Studies Quarterly*; 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.

## Unit 13 (Behavior and Communication): Women and Leadership

### Topics

- Women and Leadership

### Required Reading

Northouse, P. G. (2016). Gender and Leadership. In *Leadership: Theory and practice* (7th ed. Chapter 15, pp. 397-420). Thousand Oaks, CA: Sage.

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).

Elliott, C., & Stead, V. (2008). Learning from leading women experience: Towards a sociological understanding. *Leadership*, 4(2), 159-180.

## PART III: SOCIAL CHANGE AND ACTION

## Unit 14: (Leadership Action and Social Change): Conflict and Change

### Topics

- Causes of Conflict and Conflict Resolution
- Leading Change in Organization
- Leading Causes and Social Movements presentations

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

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

**Assignment 3 Due (Written Assignment)**

**Unit 15: (Leadership Action and Social Change) STUDENT PRESENTATIONS**

**Topics**

- Students will conduct their group presentations

## University Policies and Guidelines

### 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. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

### XI. SUPPORT SYSTEMS

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student  
EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

*Diversity at USC – <https://diversity.usc.edu/>*

Tab for Events, Programs and Training, Task Force (including representatives for each school),  
Chronology, Participate, Resources for Students

## **XII. 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.”

## **XIII. 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.

## **XIV. 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.

## **XV. 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 and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and 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

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

## **XVI. COMPLAINTS**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the Ground Course Lead, Dr. Juan Carlos Araque, PhD ([araque@usc.edu](mailto:araque@usc.edu)) or VAC Course Lead, Dr. Jane James ([janejame@usc.edu](mailto:janejame@usc.edu)). If you do not receive a satisfactory response or solution, contact your advisor and/or MSW Chair Person: Dr. Leslie Wind ([wind@usc.edu](mailto:wind@usc.edu)) for further guidance.

## **XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)**

- ✓ 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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