USC Suzanne Dworak-Peck
School of Social Work

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

Semester Fall – Year 2019

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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 nonprofit sector, health and human service organizations, and nontraditional 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 nontraditional 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 advocates, 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:

Objective	Objectives
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 resolution, and 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 nontraditional social work organizations within the context of current socioeconomic, organizational, and political trends. Emphasis will be given to diversity and cultural proficiency in the workplace.
5	Enhance development of research-driven focus to the evidence-based foundation needed for students to develop core knowledge of leadership and management concepts, their 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:

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

* 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
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice 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.	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 resolution, and 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 nontraditional social work organizations within the context of current socioeconomic, organizational, and political trends. Emphasis will be given to diversity and cultural proficiency in the workplace. 5. Enhance development of program evaluation and 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.	**3a.** Incorporate social justice practices in leading and advocating for policies that promote empowerment in vulnerable children, youth, and families.	Values	Units: 9–15 Assignments: 1, 3
		3b. Analyze and consider the human rights and social justice aspects of interventions with vulnerable populations.	Values, exercise of judgment	Units: 1–8 Assignments: 1, 2, 3

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: The Leadership Discovery: Development of a Professional Leadership Vision and Self-Efficacy Plan	Unit 7	35%
Assignment 2: Leadership Analysis and Impact to Vulnerable Populations Identifying Hall of Distinction Leader	Units 4-12	20%
Assignment 3: Final Paper (35%) AND Presentation: Leadership With Impact: Innovation Proposal	Unit 14	35%
Class Participation: Active and Meaningful	Ongoing	10%

Each assignment is described below.

Assignment 1: The Leadership Discovery (35% of Course Grade)

Students will be asked to complete a paper (7-8 pages) 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 6 weeks of the course. Using the leadership assessment results, students will develop a detailed professional leadership vision and self-efficacy plan. The goal of this assignment is for students to formulate a professional vision and leadership plan. 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: Week 7.

This assignment relates to Student Learning Outcomes 1–5.

Assignment 2: Leadership Analysis and Impact on Vulnerable Populations (20% of Course Grade)

Using the Social Work Hall of Distinction list of leaders for this assignment, the second assignment will be an individual in-class presentation analyzing the leadership qualities of a key leader and the potential impact on a chosen vulnerable population. With the instructor's approval, each student will select one leader for analysis AND one vulnerable population of interest. Each student will complete a short presentation using one or two course concepts to analyze their assigned leader's characteristics, including leadership style/theory, ethical principles, innovation approaches, sources of power, communication skills, conflict resolution skills, etc., and the impact of their style/approach on one vulnerable population. **Note: This assignment will neither focus on politics nor engage in an analysis of the assigned leader's political views. It is based on the analysis of leadership styles.**

Due: Week 4-12.

This assignment relates to Student Learning Outcomes 2, 5–9.

Assignment 3: I.D.D.E.A. Leadership Framework Innovation Proposal—Written Paper and Presentation (35% of Course Grade)

Student groups (three or four students) will create a social innovation plan based on their specialization and describe its implementation process. Using the I.D.D.E.A. Leadership Framework as a blueprint, students will write a seven-eight-page (7-8) group paper proposing a unique social innovation, which will detail its Innovation, Design, Diversity, Execution, and Assessment. Equity, diversity, and inclusion elements must be described and addressed. Key leadership and management concepts covered during this course should be included to highlight key learning outcomes and applications.

Due: Written group paper is due Week 14.

This assignment relates to Student Learning Outcomes 1–9.

Class Participation (10% of Course Grade)

Your meaningful 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 is part of the grade.

For VAC students, participation will be split in half: asynchronous (5%) and live sessions (5%).

Guidelines for Evaluating Class Participation

10: Outstanding Contributor: Contributions in class reflect exceptional preparation, and participation is substantial. Ideas offered are always substantive; provides one or more major insights as well as direction for the class. Application to cases held is on target and on topic. Challenges are well substantiated, persuasively presented, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished markedly. Exemplary behavior in experiential exercises demonstrating on-target behavior in role-plays, small group discussions, and other activities.

9: Very Good Contributor: Contributions in class reflect thorough preparation, and frequency in participation is high. Ideas offered are usually substantive; provides good insights and sometimes direction for the class. Application to cases held is usually on target and on topic. Challenges are well substantiated, often persuasive, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished. Good activity in experiential exercises demonstrating behavior that is usually on target in role-plays, small group discussions, and other activities.

8: Good Contributor: Contributions in class reflect solid preparation. Ideas offered are usually substantive and participation is very regular; provides generally useful insights but seldom offers a new direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, fairly well substantiated, and sometimes persuasive with good comportment. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Behavior in experiential exercises demonstrates good understanding of methods in role-plays, small group discussions, and other activities.

7: Adequate Contributor: Contributions in class reflect some preparation. Ideas offered are somewhat substantive; provides some insights but seldom offers a new direction for the discussion. Participation is somewhat regular. Challenges are sometimes presented and are sometimes persuasive with adequate comportment. If this person were not a member of the class, the quality of discussion would be diminished slightly. Occasionally applies class content to cases. Behavior in experiential exercises is

occasionally or sporadically on target, demonstrating uneven understanding of methods in role-plays, small group discussions, and other activities.

6: Inadequate: This person says little in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. Does not participate actively in exercises but sits almost silently and never presents material to the class from exercises. The student does not appear to be engaged.

5: Nonparticipant: Attends class only.

0: Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provides few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comportment is negative. If this person were not a member of the class, valuable air-time would be saved. Is unable to perform exercises and detracts from the experience.

Attendance Policy

As a professional school, class attendance and participation are an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. Therefore, having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions.

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 – 2.89	B–	80–82	B–
2.25 – 2.59	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.

As a professional school, class attendance, and participation are an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

VIII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Araque, J. C., & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity.* New York, NY: Oxford University Press.

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

(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 to 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.)

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 in to ARES, students should search by using the SOWK 611 lead faculty instructor's name (Ground: Juan Carlos Araque; or VAC: 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 in to 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 **Go** and on the subsequent page click **Add Class** located to the left of the search results to add the class you need. After you are finished searching, click **Main Menu** and you will see all the classes you have added.

Required Websites

Please bookmark the following two sites:

Social Work Hall of Distinction: http://www.socialworkhallofdistinction.org

Recommended Readings

Brody, R., & Nair, M. (2014). *Effectively leading and managing human service organizations* (4th ed.). Thousand Oaks, CA: SAGE Publications.

Burghardt, S., & Tolliver, W. (2010). *Stories of transformative leadership in the human services: Why the glass is always full.* Thousand Oaks, CA: SAGE Publications.

Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed.). Thousand Oaks, CA: SAGE Publications.

Recommended Guidebook for APA Style Formatting and Writing

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Recommended Websites

National Association of Social Workers:
http://www.naswdc.org

Network for Human Service Management:
www.socialworkmanager.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
PART I: LEADERSHIP DISCOVERY AND APPLICATION		
UNIT 1	Course Introduction and Overview ▪ 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 ▪ 100 Years of Social Work in Los Angeles	Leadership Assessment 1: *Leadership Orientations Quiz*
UNIT 2	Leadership With Impact: The I.D.D.E.A. Leadership Framework ▪ Introduction to Leadership With Impact: New Leadership Framework in Social Services ▪ Importance of Innovation and Diversity ▪ The I.D.D.E.A. Leadership Framework ▪ Health and Human Services Organizations ▪ Social Workers as Social Architects	Leadership Assessment 2: *Servant Leadership Questionnaire*
PART II: INNOVATION		
UNIT 3	Innovation, Ethics, and Technology ▪ Social Innovation Green House Model ▪ Innovator's DNAs ▪ Innovation Dynamics ▪ Social Work Code of Ethics ▪ Innovation and Technology	Leadership Assessment 3: *Discovery and Delivery Skills Quiz*
UNIT 4	Leadership Styles/Theories ▪ Transformational Leadership ▪ Authentic Leadership ▪ Servant Leadership ▪ Social Entrepreneurship ▪ Building Public Goods	Leadership Assessment 4: *Authentic Leadership Self-Assessment Questionnaire* *Individual student-presentations for assignment 2 begin*
PART III: DESIGN		
UNIT 5	Teamwork, Collaboration, and Motivation ▪ Teamwork ▪ Group Dynamics ▪ Norms of Collaboration ▪ Motivation and Support Systems ▪ Strengths-Based Leadership	Leadership Assessment 5: *Strengths-Based Leadership Assessment*
UNIT 6	Communication and Networking ▪ Communication Strategies ▪ Networking Skills ▪ Social Media ▪ Social Work Management Competencies ▪ Network for Social Work Management (NSWM)	Leadership Assessment 6: *NSWM Self-Assessment Management Competencies Survey*

PART IV: DIVERSITY

UNIT 7	Cultural Proficiency: Equity, Diversity, and Inclusion ■ Race/Ethnicity Background ■ Cultural Proficiency Continuum ■ Equity, Diversity, and Inclusion ■ Leading and Managing Minority Groups	Leadership Assessment 7: *Climate for Inclusion-Exclusion Scale* **Assignment 1 Due**
UNIT 8	Women in Leadership ■ Gender Gaps in Leadership ■ Self-Confidence and Motivation ■ Balancing Work and Family Life ■ Time Management and Support Systems ■ Harassment in the Workplace	

PART V: EXECUTION

UNIT 9	Organizational Strategic Planning ■ Organizational Vision, Mission, and Strategic Planning ■ Organizational Development and Organizational Culture ■ Key Management Models ■ Planning and Executing: Managerial Approaches	Leadership Assessment 8: *Leader-Member Exchange (LMX)-7 Questionnaire*
UNIT 10	Leadership and Effective Supervision ■ Roles of the Supervisor and Supervisee ■ Fostering Purpose and Inspiring Innovation ■ Effective Supervision Models ■ Effective Strategies in Supervision	
UNIT 11	Conflict Resolution and Negotiation Strategies ■ The Nature of Conflict: Finding Common Ground ■ Conflict Resolution Models ■ Managing Conflict Effectively ■ Negotiation Strategies	
UNIT 12	Leadership and Crisis Response ■ Role of Human Services Professionals During a Crisis ■ Crisis Stages: Preparation, Response, Recovery ■ Effective Triage Models ■ Emergency Management Models	Individual student-presentations for assignment 2 conclude

PART VI: ASSESSMENT

UNIT 13	Avoiding Burnout and Promoting Job Engagement ■ The Six Domains of Burnout ■ Practical Strategies to Prevent Burnout ■ Promoting Job Engagement ■ The Mindful Leader ■ Social Work and Self-Care	Leadership Assessment 9: Maslach *Burnout Inventory (MBI)*
UNIT 14	Assessing Interventions and Evaluating Programs ■ Assessing Intervention Methods ■ Evidence-Based Interventions and Effective Programs ■ Program Evaluation Methods ■ Outcome Evaluations ■ The Latino Educational Attainment (LEA) Initiative Study	**Assignment 3 Due**

PART VII: LEADERSHIP AND SOCIAL CHANGE

UNIT 15   Student and Course Reflections

Course Schedule—Detailed Description

PART I: LEADERSHIP DISCOVERY AND APPLICATION

Unit 1: The Art and Science of Leadership and Management

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

Required Readings

Bolman, L., & Deal, T. (2008). Reframing leadership. In *Reframing organizations: Artistry, choice, and leadership* (4th ed.) (Chapter 1, pp. 3–23). San Francisco, CA: Jossey-Bass.

Bolman, L., & Deal, T. (2008). Reframing leadership. In *Reframing organizations: Artistry, choice, and leadership* (4th ed.) (Chapter 17, pp. 341–372). San Francisco, CA: Jossey-Bass.

Application

Leadership Assessment 1: *Leadership Orientations Quiz*
California Social Work Hall of Distinction: http://www.socialworkhallofdistinction.org/

Recommended Resources and Websites

Fertig, R., & Rose, J. (2007). *100 years of social work at USC 1906–2006: A history in word and pictures.* Los Angeles, CA: USC School of Social Work.

Unit 2: Leadership With Impact: The I.D.D.E.A. Leadership Framework

Topics
- Leadership with Impact: New Leadership Framework in Health and Human Services
- Importance of Innovation and Diversity
- The I.D.D.E.A. Leadership Framework
- Health and Human Services Organizations
- Social Workers as Social Architects

Required Readings

Araque, J. C., & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity* (Chapter 1, pp. 1–14). New York, NY: Oxford University Press.

Packard, T. (2012). Leading and changing human services organizations**.** In J. Lewis, T. Packard, & M. Lewis (Eds.), *Management of human service programs* (Chapter 11, pp. 234–262). Boston, MA: Cengage Learning.

Application

Leadership Assessment 2: *Servant Leadership Questionnaire*

Recommended Resources and Websites

The Servant Leadership Institute: https://www.servantleadershipinstitute.com/

PART II: INNOVATION

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Unit 3: Innovation, Ethics, and Technology

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Topics
- Social Innovation Green House Model
- Innovator's DNAs
- Innovation Dynamics
- Social Work Code of Ethics
- Innovation and Technology

Required Readings

Araque, J. C., & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity* (Chapter 2, pp.17–45). New York, NY: Oxford University Press.

Brody, R., & Nair, M. (2014). *Effectively leading and managing human service organizations* (4th ed.) (Chapter 18, pp. 373–378). Thousand Oaks, CA: SAGE Publications.

Dyer, J., Gregersen, H., & Christensen, C. M. (2011). *The innovator's DNA: Mastering the five skills of disruptive innovators* (Introduction and Chapter 1, pp. 1–40*)*. Boston, MA: Harvard Business School Publishing.

Application

Leadership Assessment 3: *Discovery and Delivery Skills Quiz*

Recommended Resources and Websites

American Management Association on Disruptive Innovation:
https://www.amanet.org/training/articles/leadership-competencies-for-disruptive-innovation.aspx

Daniel Goleman and Bill George: Authenticity and Empathy:
https://www.youtube.com/watch?v=9oQxFUo9zfM

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Unit 4: Leadership Styles/Theories

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Topics
- Transformational Leadership
- Authentic Leadership
- Servant Leadership
- Social Entrepreneurship
- Building Public Goods

Required Readings

Araque, J. C., & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity* (Chapter 3, pp. 46–69). New York, NY: Oxford University Press.

George, B. (2007). *True north: Discover your authentic leadership* (Introduction and chapter 1, pp. xxiii–26). San Francisco, CA: Jossey-Bass.

Application

Leadership Assessment 4: *Authentic Leadership Self-Assessment Questionnaire*

Recommended Resources and Websites
Authentic Leadership Rediscovered: https://hbswk.hbs.edu/item/authentic-leadership-rediscovered

Greenleaf Center for Servant Leadership: https://www.greenleaf.org/our-journey/

Assignment 2 (individual student-presentations) Begin

PART III: DESIGN

Unit 5: Teamwork, Collaboration, and Motivation

Topics
- Teamwork
- Group Dynamics
- Norms of Collaboration
- Motivation and Support Systems
- Strengths-Based Leadership

Required Readings
Araque, J. C., & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity* (Chapter 4, pp. 79–110). New York, NY: Oxford University Press.

Tropman, J. (2018). *Team impact: Achieving twice as much in half the time* (Chapter 1, pp. 23–30; Chapter 6, pp. 79–90; Chapter 7, pp.91–96). Boston, MA: Congnella Academic Publishing.

Application
Leadership Assessment 5: *Strengths-Based Leadership Assessment* (please use the personal code provided at the end of the Rath's textbook)

Recommended Resources and Websites
Strengths-Based Leadership: https://www.gallup.com/press/176588/strengths-based-leadership.aspx

What Makes Teams Successful? https://rework.withgoogle.com/print/guides/5721312655835136/

Unit 6: Communication and Networking

Topics
- Communication Strategies
- Networking Skills
- Social Media
- Social Work Management Competencies
- Network for Social Work Management (NSWM)

Required Readings
Araque, J. C., & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity* (Chapter 5, pp.111–137). New York, NY: Oxford University Press.

Araque, J. C., & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity* (Chapter 6, pp. 138–158). New York, NY: Oxford University Press.

Application
Leadership Assessment 6: *NSWM Self-Assessment Management Competencies Survey*

Recommended Resources and Websites
Network for Social Work Management (NSWM): www.socialworkmanager.org

PART IV: DIVERSITY

Unit 7: Cultural Proficiency: Equity, Diversity, and Inclusion

Topics
- Race/Ethnicity Background
- Cultural Proficiency Continuum
- Equity, Diversity, and Inclusion
- Leading and Managing Minority Groups

Required Readings
Araque, J. C., & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity* (Chapter 7, pp. 181–201). New York, NY: Oxford University Press.

Araque, J. C., & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity* (Chapter 8, pp. 202–220). New York, NY: Oxford University Press.

Application
Leadership Assessment 7: *The Climate for Inclusion-Exclusion Scale (MBIE)*

Recommended Resources and Websites
New Schools Venture Fund on Diversity, Equity and Inclusion: https://www.newschools.org/about-us/investment-areas/diverse-leaders/diversity-equity-inclusion-resources/

Why Diverse Teams are Smarter, *Harvard Business Review*: https://hbr.org/2016/11/why-diverse-teams-are-smarter?referral=03759&cm_vc=rr_item_page.bottom

ASSIGMENT 1 DUE

Unit 8: Women in Leadership

Topics
- Gender Gaps in Leadership
- Self-Confidence and Motivation
- Balancing Work and Family Life
- Time Management and Support Systems
- Harassment in the Workplace

Required Readings

Araque, J. C., & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity* (Chapter 9, pp. 221–242). New York, NY: Oxford University Press.

Application
Case Study 1: A Case Study by Nahla Kayala on Service Delivery (Chapter 7, pp.195–201)
Case Study 2: A Case Study by Thenera Bailey on Program Management (Chapter 11, pp. 299–308)

Recommended Resources and Websites
The Leadership Gender Gap: https://trainingindustry.com/magazine/may-june-2017/the-leadership-gender-gap/

Barriers and Bias: The Status of Women in Leadership: https://www.aauw.org/research/barriers-and-bias/

Sexual Harassment Prevention Starts With Leadership: https://www.clomedia.com/2018/01/25/sexual-harassment-prevention-starts-leadership/

PART V: EXECUTION

Unit 9: Organizational Strategic Planning

Topics
- Organizational Vision, Mission, and Strategic Planning
- Organizational Development and Organizational Culture
- Key Management Models
- Planning and Executing: Managerial Approaches

Required Readings
Araque, J. C., & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity* (Chapter 10, pp. 251–276). New York, NY: Oxford University Press.

Application
Leadership Assessment 8: *LMX 7 Questionnaire*

Recommended Resources and Websites
Strategic Planning: https://www.balancedscorecard.org/BSC-Basics/Strategic-Planning-Basics

Unit 10: Leadership and Effective Supervision

Topics
- Roles of the Supervisor and Supervisee
- Fostering Purpose and Inspiring Innovation
- Effective Supervision Models
- Effective Strategies in Supervision

Required Readings
Araque, J. C., & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity* (Chapter 11, pp. 277–308). New York, NY: Oxford University Press.

Brody, R. & Nair, M. (2014). *Effectively leading and managing human service organizations* (4th ed.) (Chapter 5, pp. 91–122). Thousand Oaks, CA: SAGE Publications.

Application
Case Study 3: A Case Study by Steven Kim on Supporting Former Incarcerated Youth (Chapter 8)

Recommended Resources and Websites
Supervision in Human Services article: http://humanexchange.hu/site/uploads/file/HISZ_II-1_40-45.pdf

Unit 11: Conflict Resolution and Negotiation Strategies

Topics
- The Nature of Conflict: Finding Common Ground
- Conflict Resolution Models
- Managing Conflict Effectively
- Negotiation Strategies

Required Readings
Araque, J. C., & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity* (Chapter 12, pp. 309–333*).* New York, NY: Oxford University Press.

Sylvester, K. (2015). *Negotiating in the leadership zone* (Chapter 1, pp. 1–9). Boston, MA: Academic Press.

Sylvester, K. (2015). *Negotiating in the leadership zone* (Chapter 2, pp. 10–22). Boston, MA: Academic Press.

Application
Case Study 4: A Case Study by David Coplan on Supporting Individuals With Disabilities (Chapter 12)

Recommended Resources and Websites
Conflict Resolution Techniques:
https://www.youtube.com/watch?reload=9&time_continue=34&v=pLg4LQinDxU

Managing Conflict in the Workplace:
https://www.youtube.com/watch?reload=9&time_continue=34&v=pLg4LQinDxU

Real Leaders Negotiate to Meet Their Organization's Goals:
https://www.pon.harvard.edu/daily/leadership-skills-daily/real-leaders-negotiate-meet-organizations-goals/

Unit 12: Leadership and Crisis Response

Topics
- Role of Human Service Professionals During a Crisis
- Crisis Stages: Preparation, Response, Recovery
- Effective Triage Models
- Emergency Management Models

Required Readings

Araque, J. C., & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity* (Chapter 13, pp. 334–363*).* New York, NY: Oxford University Press.

Application

Case Study 5: A Case Study by Kristi Batiste on Crisis Response Management (Chapter 13, pp. 356–363)

Recommended Resources and Websites

Federal Emergency Management Agency (FEMA): https://www.fema.gov/disaster/4085/updates/crisis-counseling-psychological-first-aid

<mark>**Assignment 2 (individual student-presentations) Conclude**</mark>

PART VI: ASSESSMENT

Unit 13: Avoiding Burnout and Promoting Job Engagement

Topics
- The Six Domains of Burnout
- Practical Strategies to Prevent Burnout
- Promoting Job Engagement
- The Mindful Leader
- Social Work and Self-Care

Required Readings

Araque, J. C., & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity* (Chapter 14, pp. 373–399*).* New York, NY: Oxford University Press.

Araque, J. C., & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity* (Chapter 15, pp. 400–416*).* New York, NY: Oxford University Press.

Application

Leadership Assessment 9: *Maslach Burnout Inventory (MBI)*

Recommended Resources and Websites

Social Work Self-Care article: https://www.tandfonline.com/doi/abs/10.1080/15426432.2011.587384

Unit 14: Assessing Interventions and Evaluating Programs   Assignment 3 Due

Topics
- Assessing Intervention Methods
- Evidence-Based Interventions and Effective Programs
- Program Evaluation Methods
- Outcome Evaluations

- ▪ The Latino Educational Attainment (LEA) Initiative Study

Required Readings

Araque, J. C., & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity* (Chapter 16, pp. 417–450)*.* New York, NY: Oxford University Press.

Araque, J. C., & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity* (Chapter 17, pp. 459–476*).* New York, NY: Oxford University Press.

Application

The Latino Educational Attainment (LEA) Initiative Case Study and Program Evaluation

Recommended Resources and Websites

Orange County Business Council: https://www.ocbc.org/ocbc-initiatives/lea/

==**Assignment 3 Due**==

PART VII: LEADERSHIP AND SOCIAL CHANGE

Unit 15: Student and Course Reflections

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 e-mail (instructor@usc.edu) 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/
Tabs 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 (araque@usc.edu), or VAC Course Lead, Dr. Jane James (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), 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 e-mail!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.