



COURSE TITLE/SECTION: Dynamics of Leadership SOCW 7397 (21187) (21191)

TIME: Wednesdays 1:30-4:30 p.m. & 6:00-9:00 p.m.

FACULTY: Bob Fleming

OFFICE HOURS: by appointment

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FAX:

I. Course

A. Description

Cr. 3 (3-0). Prerequisite: completion of foundation curriculum. Examines the key components for developing the effective practice of leadership in human service agencies and programs. Focuses on leadership for administrative practice.

B. Purpose

The course focuses on leadership theories and practices in a multicultural context from a social work perspective. The course explicitly aims to prepare students for effective leadership practice in a variety of settings, including nonprofit, government, for-profit, community-based, political, national, and international organizations. As a practice class, substantial emphasis is placed on strength-focused assessment of one's own and others' leadership styles and increasing one's practice skills in a team context based on a firm grounding in theoretical and evidence-based conceptual frameworks.

II. Course Objectives

Upon completion of this course students will be able to demonstrate the following competencies:

1. Integrate multiple theories and evidence-based conceptual frameworks of leadership;
2. Identify, analyze, and critique various styles of leadership using a multicultural perspective;
3. Identify principles and strategies for effective decision making, facilitation, and organizational governance;
4. Demonstrate communication, consultative, advocacy, and culturally

- competent skills for establishing and sustaining collaborations with staff, board, clients, community, and other external constituencies
5. Demonstrate leadership skills for promoting progressive social change and empowering individuals, agencies, and communities using various change strategies such as advocacy, persuasion, consensus-building, community-building, and leveraging power resources.
 6. Demonstrate an understanding of how to develop, support, and utilize teams comprised of diverse members with varying power resources;
 7. Identify and analyze the impact of social work values and ethics as they relate to the practice of leadership; and
 8. Identify and evaluate one's own preferred leadership style, and an increased ability to flex this style as appropriate for the situation.
 9. Demonstrate the ability to evaluate their personal effectiveness as leaders.

III. Course Structure

This course will include the following topical (content) areas:

1. Leadership as a function of basic human nature, development, and psychology;
2. The basic dynamics of leadership – human hierarchy (leaders and followers), groups, and the unschooled mind;
3. Stories and story telling as the basis for all leadership;
4. The difference between leadership, management, and advocacy;
5. Theories of leadership;
6. Theories of followership;
7. Case studies and presentations in leadership; and
8. An assessment of each student and his/her leadership style, strengths, potentialities, and weaknesses.

IV. Textbooks

Northouse, Peter G. *Leadership: theory and practice*. Fifth Edition. (2010) SAGE Publications, Inc.

In addition to the text, readings will be assigned from

Kellerman, Barbara. *Bad leadership: what it is, how it happens, why it matters*. (2004) Harvard Business School Press, and

Kellerman, Barbara. *Followership: how followers are creating change and changing leaders*. (2008) Harvard Business Press.

Finally, readings will also be assigned from two syndicated columns from the New York Times

Corner Office by Adam Bryant
The Boss as told to Patricia R. Olsen

V. Course Requirements

A. Reading Assignments: Readings and other class materials are assigned for each week and are listed at the end of the syllabus. Students are expected to read the material and participate in class discussions. **10 points**

B. Written Assignments: Two written assignments are required.

Each student will be required to submit a short written Credo (I Believe) that summarizes their basic life story and beliefs. Purpose of the Credo is to have students both learn and frame their personal life story as it relates to their potential to lead. **30 points**

Each student will also submit a reflection paper that summarizes their current strengths, possibilities, and weaknesses as a potential leader as well as their style and potential as a follower. Students will use the reading material, guest speakers, and group projects and discussions to reflect on both leadership and followership as it relates to their profession and/or other areas of life. **30 points**

C. Projects: In small groups of three, students will present a case study of an important leader of their choice for classmates. Presentation will focus on themes suggested from our readings and discussions. **20 points**

D. Exams: A brief final exam will be given on the last day of class to ascertain that students have retained basic information and concepts during the semester. **10 points**

VI. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college. Please use this scale to assign final course letter grades.

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+ =	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VII. Policy on grades of I (Incomplete)

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of **W**.

VIII. Course Schedule and Assignments

- Class 1. Jan. 24. Introducing Themes for the Course
The Book of Nehemiah. A 2,500 year old case study in leadership

Introductions & Overview of the Class
- Class 2. Jan. 31 Leadership & the Importance of Stories (lecture based on *Leading Minds* by Howard Gardner and *Certain Trumpets* by Garry Wills)
- Class 3. Feb. 7 The Relational Story 1 – Class Exercise

Based on *Roots for Radicals* by Ed Chambers and *Dreams from My Father* by Barack Obama
- Class 4. Feb.14 Northouse Chapter 2 Trait Approach to Leadership
Northouse Chapter 3 Skills Approach to Leadership

The Relational Story 2 – Class Exercise
- Class 5. Feb. 21 Northouse Chapter 4 Style Approach to Leadership

Guest Lecture 1 –The Relational Story
Casey Fleming based on *The Shawl* by Louise Erdrich

Kellerman *Followership* Chapter 4 (handout)

Bradford and Cohen *Influence without Authority* page 79
(handout)

Class 6. Mar. 7 Northouse Chapter 5. Situational Approach to Leadership
Guest Lecture 2 – Jeff Watkins – Founder - TheVietnam
School Project

Spring Break

Class 7. Mar. 21 Northouse Chapter 7. Path Goal Theory
Guest Lecture 3 – Rebecca Greene Udden – Creative
Executive Director – Main Street Theater
Credo Due

Class 8. Mar. 28 Northouse Chapter 8. Member Exchange Theory
Guest Lecture 4 – Scott Repass – Founder/Owner Poison
Girl and Antidote

Class 9. Apr. 4 Northouse Chapter 9. Transformational Leadership
Northouse Chapter 10 Authentic leadership
Guest Lecture 5 – Dr. Betty Young – President – Coleman
College for the Medical Professions, Houston Community
College System

Class 10. Apr. 11 Kellerman Bad Leadership Chapter 3 (handout)
Group Project Presentation(s)

Class 11. April 18 Group Project Presentation(s)

Class 12. April 25 Group Project Presentation(s)

Class 13. May 2 **Final paper Due; Final Exam**

IX. Americans with Disabilities Statement:

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with DisAbilities.

X. Bibliography

Bradford, David L. and Cohen, Allan R. (1990). *Influence without Authority*.

New York. John Wiley and Sons.

Chambers, Edward T. ((2003). *Roots for Radicals: organizing for power, action, and justice*. New York. The Continuum International Publishing Group.

Coles, Robert. (1993). *The Call of Service*. Boston. Houghton Mifflin.

Depree, Max. (1989). *Leadership is an Art*. New York. Dell Publishing.

Drucker, Peter F. (1990). *Managing the Non-Profit Organization: principles and practices*. New York. Harper Collins.

Duchene, Francois. ((1994). *Jean Monnet: the first statesman of interdependence*. New York. W.w. Norton and Company.

Gardner, Howard. (1995). *Leading Minds: the anatomy of leadership*. New York. Harper Collins.

Jaworski, Joseph. (1996). *Synchronicity: the inner path of leadership*. San Francisco. Berret-Koehler Publishers.

Lencioni, Patrick. (1998). *The Five temptations of a CEO: a leadership fable*. San Francisco. Jossey-Bass.

Kellerman, Barbara. (2004) *Bad Leadership: what it is, how it happens, why it matters*. Boston. Harvard Business School Press.

Kellerman, Barbara. (2008) *Followership: how followers are creating change and changing leadership*. Boston. Harvard Business School Press.

Northouse, Peter G. (2010) *Leadership: Theory and Practice*. Thousand Oaks, California. SAGE Publications.

Obama, Barack. (1995). *Dreams from My Father*. New York. Three Rivers Press.

Tichy, Noel M. (1997). *The Leadership Engine: how winning companies build leaders at every level*. New York. Harper Collins.

Wills, Garry. (1994). *Certain Trumpets: the nature of leadership*. New York. Simon and Schuster.

