



### Course Syllabus

<b>Course title:</b>	<b>Leadership and Organizational Governance</b>
<b>Course #/term:</b>	SW 665 Winter 2020
<b>Time and place:</b>	Thursdays, 2pm-5pm Room B760 SSWB
<b>Credit hours:</b>	3
<b>Instructor:</b>	Katie Doyle
<b>Pronouns:</b>	She/her/hers
<b>Contact info:</b>	<b>E-mail:</b> <a href="mailto:doylekg@umich.edu">doylekg@umich.edu</a> <i>When you email me, please include SW 665 in the subject line</i> <i>Feel free to address me as "Katie"</i>
<b>Phone:</b>	734.764.9717
<b>Office hours:</b>	SSWB 3778, by appointment

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## Course Expectations and Interactions

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### Teaching philosophy

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I design my courses for students to leave with the following:

- Confidence in your ability to apply course material and concepts in settings outside of the classroom;
- A commitment to and facility with operationalizing social work Core Values in the NASW Code of Ethics;
- Enhanced capacity to confront and explore issues of social justice and how populations that traditionally have been marginalized are disproportionately negatively affected by policies, practices, and interpersonal interactions;
- Building on positive sources of power to envision and work towards social justice; work to reduce disempowerment;
- Building on indigenous knowledge/experiences of individuals, groups and communities in practice and evaluation;
- Demonstrable and recognizable skills and competencies;
- New knowledge of the subject matter, and an understanding of how to access further knowledge and resources commensurate with your professional roles and interests;
- Curiosity and a drive to continue to develop critical thinking, inquiry, and integrity.

Graduate students are adult learners, and as such I prioritize honoring your prior knowledge and experience; your contributions to the class are vital, and I make every effort to create an environment that encourages you to share your perspectives and ideas with each other, disagree with me, and shape the tenor of the course. Additionally, it is incumbent on me to understand the differential pressures and life circumstances that facilitate or constrain your learning and your engagement in the course.

### Classroom Climate

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True learning involves risk and, therefore, vulnerability. I hope that all students will work with me to create and foster a learning environment that promotes social justice, inclusion and equity. Further, this is an opportunity for all of us to engage in professional socialization, respectfulness, and broadening our mutual development of cultural humility.

Questioning and disagreeing are part of the learning process, and I encourage all of us to engage in these activities with thoughtfulness and respect. I expect the classroom to be safe, but learning and growth is often uncomfortable. There are a few times when I will engineer disagreements to foster learning, so please do not “freeze” your understanding of any of us after one or two interactions. Expect that *we all have the capacity to grow and develop*. Finally, if you are someone who likes to interact and engage verbally, consider “stepping back” occasionally in order to open the airwaves for others to speak. Similarly, if you are someone who is reticent to speak up in class, consider “stepping up” and taking a risk. Above all, this is a learning laboratory and we all will be testing out different ways of interacting and learning.

An emotionally brave class climate is important for everyone’s learning and growth. Below are a few expectations I have about our interactions in the course. This is not an exhaustive list, and I welcome suggestions for additional expectations:

- Practice “Both - And” thinking and solution seeking
- Be attuned to both **Process** and **Content**: “process” is *how* and *when* you express yourself, and “content” is *what* you say.

- Remember that this is a vulnerable space for you, and for others.
- We all have an amazing capacity to screw up. Do not “freeze” anyone in this space.
- Honor confidentiality.
- Be responsible to yourself and to others about what is communicated without blame or shame.
- Limit disruptions and distractions by coming to class on time, avoiding unnecessary use of electronics, and avoiding talking when others are presenting/talking.
- Notice both the **intent** and the **impact** of what you do or say. Take responsibility when your intent does not match the impact on someone else. Take notice of peoples’ intent, not just the impact of others’ communication.
- Speak from your own experience, without generalizing.
- Critique ideas, not people.
- Take responsibility for the quality of the discussion.
- Step up if you usually don’t contribute, step back if you often contribute.
- Call each other in to conversations vs. calling someone out.

I am interested in any other expectations you may have, and we will discuss in one of our first classes.

### Inclusive Language

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The words we use can make the difference between forging positive connections or creating distance in our personal and professional lives. Particularly in writing, impact is more important than intent. This course provides an opportunity to discuss sensitive concepts that span a variety of disciplines, experiences, cultural communities, and learning styles in education. Increasing the inclusiveness of our language means striving to understand the ways that language often unconsciously makes assumptions about people and unintentionally reinforces dominant norms. I invite you to reflect on issues of privilege and injustice, and to acknowledge issues of ethical engagement when speaking on cultural communities that you do not identify with. As such, I ask that students consider:

- Recognizing individual gender pronoun use;
- Respecting and using contemporary and relevant language around social identities;
- Using language that recognizes varying abilities and is not ableist;
- Using language inclusive of diverse global contexts;
- Providing developmental and educational support of attendees who may be unfamiliar with inclusive language practices.

### Land Acknowledgment

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The University of Michigan was established on the traditional land of the Ojibwe, Odawa, and Bodewadimi tribes. Today, this land is still the home to many Indigenous people. I am grateful to have the opportunity to work on this land.

### About SW 665: Leadership and Organizational Governance

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#### Course Description

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This course will examine the attributes, skills, behaviors, problems, and issues associated with higher level administrative roles in human service organizations, both public and private. Several executive functions will be given particular attention, including defining the mission and goals of the organization, mobilizing resources, selecting service technologies and staff, developing the

appropriate internal-external structures (i.e., internal structures that link to external contexts), and adapting the organization to changing environments. Various styles of leadership will also be analyzed with special reference to the stages of organizational development. Concomitant with the above executive roles and skills, this course will address strategies for organizational development that are directed toward enhancing adaptability, effectiveness and efficiency in serving clientele, and organizational problem-solving.

### Course Content

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This course will focus on the roles of social workers in management positions, such as administrator, middle manager, or executive director (CEO). The course content will include a discussion of the characteristics, competencies, conditions, and contexts related to these positions. Students will learn the basic rudiments of executive positions and roles (e.g., leadership, emotional intelligence, strategic thinking, and executive "presence"), as well as a range of skills in decision making and facilitation, organizational governance, and relationships with the board of directors. Gender, age, ethnicity, race, sexual orientation, and disability will be examined as critical intervening variables affecting both individual and organizational behavior. Integration of professional and personal roles and executive wellness will also be examined. This course will address strategies for organizational development with special reference to organizational change, and the role and impact of key executives in this process. Emphasis will be placed on enhancing and improving adaptability, effectiveness and efficiency in serving clientele, and organizational problem-solving. This course will stress the following themes: governing the agency, visioning, changing the agency, long-term career planning, presentation of self, and the differences in roles in the executive and manager positions.

### Course Objectives

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Upon completion of the course, students will be able to:

1. Identify and describe various approaches to and styles of leadership; demonstrate the knowledge and skill required for the four position-levels of executiveship (assistant executive, associate, VP/second-in-command, and CEO). (Practice Behaviors 1.MHS, 10.a.MHS)
2. Describe similarities and differences experienced by female and minority, as well as male majority, administrators and demonstrate skill in applying different approaches in a top team. (Practice Behaviors 4.MHS, 5.MHS)
3. Identify relevant contexts, conditions, competencies, and characteristics of leaders which affect the agency and develop skill in orchestrating internal and external elements. (Practice Behaviors 9.MHS, 10.b.MHS)
4. Design appropriate organizational arrangements to evaluate and improve the effectiveness and efficiency of an agency and its resources in meeting the needs of clients. (Practice Behaviors 3.MHS, 6.MHS, 10.d.MHS)
5. Prepare a well-informed, personal plan that will lead to an executive position including the knowledge, skills, and preparation needed to act successfully in that position. (Practice Behaviors 1.MHS, 10.c.MHS)
6. Discuss typical ethical concerns of agency executives and their performance. (Practice Behaviors 1.MHS, 2.MHS)

### Course Design

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This course will follow a lecture-discussion format with student projects, invited speakers, and opportunities to exchange knowledge with executives of human service organizations.

### Theme Relation to Multiculturalism & Diversity

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will be addressed though attention to the executive's role in insisting on and designing and implementing agency diversity and cultural competence. Emphasis will be placed on the barriers to executiveship on the basis of gender, sexual orientation, minority status, etc. (e.g., the "glass ceiling").

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#### Theme Relation to Social Justice

will be addressed through the presentation of management tools which can secure a better representation of women and minorities in executive ranks and the organizational changes, especially in boards, needed for this to occur.

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#### Theme Relation to Promotion, Prevention, Treatment & Rehabilitation

will be addressed through special attention to the risks attendant to the executive person, including mental health and physical problems occurring from stress. In particular, wellness programs and mental health regimes developed to aid executive success will be discussed. Leadership issues relevant to human service agencies that reflect these particular modes of intervention will also be addressed.

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#### Theme Relation to Behavioral and Social Science Research

will be addressed through the use of executive leadership theory, theories of social roles, and research on organizational effectiveness and organizational performance.

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#### Relationship to SW Ethics and Values

This course will present the role of the executive in taking leadership with respect to social work values and ethics and implementing the NASW Code of Ethics. In particular, this course will focus on the executive's special responsibility to demonstrate propriety, competence, professional development, and integrity as well as the executive's responsibility to treat colleagues with respect, fairness, and courtesy. Students will learn that the executive role consists of presentation of self in the agency and community and the use of the public persona to articulate and reinforce social work values and ethics.

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#### Course Requirements

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#### Textbook & other readings

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**Required Textbook:**

Brown, B. (2018). *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts.* New York: Random House.

It costs between \$10-\$20 new, and you can purchase an eBook if you prefer. You can get it at many online bookstores, and—depending on stock—at some of the local bookstores around. It's not terribly long or dense.

**I will place all other required readings on our course Canvas site in folders that correspond to the weeks they are due. \*\*I reserve the right to add/substitute the readings, but if I do, I will give you sufficient notice.**

Note that there are *recommended* readings. You are not expected to read recommended readings for class. They are helpful resources should you want to get more depth on some aspect of the course.

I recommend the following books also, though you **do not need** to purchase or rent either of them. If you are interested in leadership, this is a very useful compendium to have:

Northouse, P. (2016) *Leadership: Theory and Practice, Seventh Edition*. Thousand Oaks: Sage Publications.

Cameron, K. (2012). *Positive Leadership: Strategies for Extraordinary Performance, Second Edition*. San Francisco: Barret Koehler Publishers, Inc.

### Class schedule

Date	Topic/Agenda	Required readings & assignments (due on the dates listed)
1/9/20	Session 1: Introduction	
1/16/20	Session 2: Competing Values, Management and Leadership	<ul style="list-style-type: none"> <li>• Entering the Fundamental State of Leadership</li> <li>• Management Is (Still) Not Leadership</li> <li>• Real Impact of Your Leadership</li> <li>• Emotional intelligence in leadership</li> <li>16 Personalities Results due</li> </ul>
1/23/20	Session 3: Personal Leadership Profiles	<ul style="list-style-type: none"> <li>• Nonprofit leadership at a crossroads</li> <li>• Turning Potential Into Success</li> <li>• 34 StrengthsQuest Themes</li> <li>CliftonStrengths Inventory results due on 1/20**</li> </ul> <p><small>**I will email you a code after the 2<sup>nd</sup> class</small></p>
1/30/20	Session 4: Leadership in Teams	<ul style="list-style-type: none"> <li>• What Makes a Great Leadership Team</li> <li>• How to Create Better Nonprofit Executive Teams</li> <li>• Brown, Part 1 all sections</li> </ul>
2/6/20	Session 5: Daring Leadership, Part 1	<ul style="list-style-type: none"> <li>• <b>Brown, Part 2 all sections</b></li> <li>• Brown, Part 3</li> </ul>
2/13/20	Session 6: Daring Leadership, Part 2	<ul style="list-style-type: none"> <li>• Resourceful Managers Guide to Leadership</li> <li>• Managing Human Behavior in Public and Nonprofit Organizations - Fifth Edition - Ch. 7 Leadership in Public Organizations</li> <li>Leadership Profile Due</li> </ul>
2/20/20	Session 7: Diversity, Equity and Inclusion	<ul style="list-style-type: none"> <li>• From diversity to inclusion: a multimethod study of diverse governing groups (We will definitely discuss this in class!)</li> <li>• Why are We Still Struggling with Diversity Equity and Inclusion in Nonprofit Governance</li> </ul> <p>SKIM:</p> <ul style="list-style-type: none"> <li>○ <i>What does it look like to support women of color to lead?</i></li> <li>○ <i>Race to Lead</i></li> <li>○ <i>Race to Lead: Women of Color</i></li> <li>○ <i>8 Ways People of Color Are Tokenized in Nonprofits</i></li> </ul>
2/27/20	Session 8: Governance Case Studies	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Glossary for Understanding the Dismantling Structural Racism</li> </ul>

Date	Topic/Agenda	Required readings & assignments (due on the dates listed)
		<ul style="list-style-type: none"> <li>• Nonprofit Board Responsibilities The Basics</li> <li>• Paying attention to white culture and privilege: a missing link</li> <li>• The Nonprofit Sector as White Space</li> <li>• Vital Voices Lessons Learned from Board Members of Color</li> <li>• Racial Equity, Diversity, and Inclusion in Nonprofit Governance Definitions and Background</li> </ul> <p>See assignment for how these readings are distributed among team members</p>
3/6/20	<b>No Class: Spring Break</b> ☀️	
3/13/20	Session 9: Crisis Simulation	Organizational Background Materials (folder on Canvas)
3/20/20	Session 10: Crisis Simulation	Reading Materials for each role (available in folder on Canvas at 5:00pm on 3/13/18)
3/27/20	Session 11: Presentations	
4/3/20	Session 12: After Action Reviews	<ul style="list-style-type: none"> <li>• Brown, Part 4</li> <li>• After Action Reviews: Systems Thinker</li> </ul>
4/10/20	Session 13: After Action Reviews	<ul style="list-style-type: none"> <li>• Creating Benevolent Friction at Work</li> <li>• Fear Tradition and Serendipity: The Unacknowledged Drivers of Governance Strategy</li> </ul>
4/17/20	Session 14: Synthesis	<ul style="list-style-type: none"> <li>• Cameron, Chapters 6-7 (you need these for final assignment!)</li> </ul>
4/23/20	<b>Final Assignment Due</b>	

## Assignments

Assignment	Due date	% of Grade
16 Personalities Results	1/16/20	This is part of engagement, which is worth 25%
StrengthsQuest Inventory Results <i>**I will email you a login code</i>	1/19/20 (note: not a class day!)	
Individual Assignment: Leadership Profile	2/13/20	15%
Group Assignment: Case Study Presentation	2/27/20	20%
Group Assignment: Crisis Simulation	3/27/20	25%
Individual Assignment: Leadership Development Plan	4/23/20	15%

## Grading

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Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following schedule:

100	A+	88-90	B+	78-80	C+	68-70	D+
94-99	A	84-87	B	74-77	C	64-67	D
91-93	A-	81-83	B-	71-73	C-	<64	E

Course Engagement & Attendance	25%
Leadership Profile	15%
Group Project: Governance Case Study	20%
Group Project: Crisis Response + After Action Review	25%
Leadership Development Plan	15%
<b>Total</b>	<b>100%</b>

A brief note about grading: I do not think it serves anyone well for every student in a course to earn an “A” grade, though I am familiar with this practice. Your grade will be a reflection of both your effort and the quality of your engagement and assignments.

### Course Engagement and Attendance—25%

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I place so much emphasis on course and team engagement because leadership development is dependent on your active engagement. I expect you to be engaged in all in-class activities, including contributing comments and questions in class discussions and case studies. Early in the course you will be assigned to a team, and you will work in that team throughout the semester. A big component of the course will center on responding as a team to a crisis in a human services organization.

There will be a few self-inventory tools (Competing Values tool, Strengths Quest, brief Myers-Briggs Type Indicator) that are required for the course. **Failure to complete them on time will result in a full letter grade drop in your final grade.** (The good news: most people find them fun and interesting, and they don’t take too long to complete. After all, they’re all about you 😊)

Some people naturally speak up in class more than others. I recommend that if you are someone who is comfortable talking a lot, you consider “stepping back,” and if you are less comfortable talking a lot, you consider “stepping up.” However, your engagement score is not predicated on the number of times you speak in class; rather I will focus on your participation in activities and whether it is obvious that you are engaged during class. (Hint: using devices for anything other than classwork ≠ paying attention in class.) Misuse of electronic devices in class will be reflected in your engagement score.

Class attendance is imperative for both your own learning and the learning of your peers, and certainly for my learning. I expect students to attend class. If you need to miss a class, please contact me in advance to let me know. Excessive absences (more than 2) will result in a lower grade. Routine tardiness will also reduce the attendance grade. If personal or professional circumstances require your absence from more than one class, please contact me as soon as possible. Note that, even if you are absent from a class, you are still responsible for submitting any assignments due that day.



Please review the [Policy on Class Attendance](#) found in the MSW Student Guide.

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#### Leadership Profile—15%

You will choose a leader and write a profile on that person, drawing on concepts we cover in class, as well as two readings. The leader can be someone that you know personally, or someone who is famous or even a fictional character, as long as you can draw on specific examples of their actions and traits. Full assignment will be posted on Canvas.

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#### Group Project: DEI Governance Case Study—20%

Each group will be assigned a case study about governance, with an emphasis on Diversity, Equity, and Inclusion, which we will define together in class. There are readings associated with the case study. Each member of the group will be responsible for a subset of the readings. The assignment will culminate in a presentation to the full class about the case study and the group's recommendations.

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#### Group Project: Crisis Response and After Action Review—25%

This project will unfold over a few class meetings; information will be revealed to you over time. You will select executive leadership roles in your team (Executive Director, Board Member, Development Director, Program Director, Human Resources Director) and develop individual and coordinated responses to the crisis situation(s) in the organization.

In terms of deliverables, your team will prepare a *brief* presentation for the class. I will facilitate an "After Action Review" with each group individually.

Detailed instructions will be posted on Canvas and unlocked as the process unfolds.

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#### Leadership Development Plan—15%

You will submit a leadership development plan that connects your leadership style with actionable steps that will lead to specific, desired outcomes. You can write a cohesive narrative that responds to the prompts in the assignment, you can answer each prompt separately in the form of a workplan, you can create a slideshow or portfolio, a series of infographics, or a TED-style talk. In other words, you can feel free to be creative as long as you respond to the prompts given in the assignment (found on Canvas).

(Many people choose to use this assignment as an opportunity to build a portfolio for use in post-graduation endeavors such as employment searching or continuing education.) The overall goal of the assignment is for you to have a relevant, practical tool for your own professional development.

Full assignment will be posted on Canvas.

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#### Late Assignments

Assignments due dates are on schedule above and on on Canvas.

Please submit all work on time. Except where indicated, late assignments will be penalized 1/3 of a letter grade for the first day past the due date and time, and a full letter grade for each additional day thereafter. I am not inclined to waive this policy, though I do understand there may be exceptional circumstances.

## Grade Dispute Process

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If you believe you have been graded unfairly on an assignment, I ask that you please wait 24 hours before contacting me. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments (or mathematical errors) as opposed to nebulous references to “fairness.” I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.

## Expectations for Written Work

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**Development of professional writing is a goal of the course**, and I will consider writing quality in grading. **Proofread written work carefully**; I strongly recommend that you have a colleague read your documents for clarity, typos, omitted words, etc. Purdue University’s OWL website <https://owl.english.purdue.edu/owl/> is a great resource for general writing and formatting advice.

In addition, social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the UM SSW Career Services office. **Students may schedule an appointment and bring a draft of their paper (at any stage) along with the text of the assignment and any questions or concerns they may have.** Email [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu) or call 734-763-6259.

The Sweetland Writing Center (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. For help with your paper, please free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar mistakes, and craft effective prose. You can register with them on line and schedule an appointment: Website: <http://www.lsa.umich.edu/sweetland/>

Finally, another resource is the English Language Institute: <http://www.lsa.umich.edu/eli>

## Additional Course Information and Resources

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Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism

## Addendum: Assignments

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### Leadership Profile

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You will choose a leader and write a profile on that person, drawing on concepts we have covered in class, as well as two readings (below). The leader you profile can be someone that you know personally, or someone who is famous or even a fictional character, as long as you can draw on specific examples of their actions and traits. You don't have to like this leader in order to write a profile on them. If you want to maintain confidentiality, please feel free to assign them another name and/or otherwise obscure their identity.

You will use 2 readings as your basis for this assignment. The folder where the two readings are located is called "Materials for the Leadership Profile Assignment."

In your profile, you will describe the leader, using language from one or both of these readings to describe their leadership style(s) as well as specific traits and/or skills/competencies that you have observed in them. **To illustrate their style, describe their traits/competencies, AND to illustrate their traits/competencies, describe specific actions that you have observed.** If you think you can intuit (or if you know them, ask them!) what their top 2 values are, include a discussion of how those values look/feel.

The language around styles, competencies, traits, skills and strategies is a little murky. The first reading from Managing Human Behavior in Public and Nonprofit Organizations leaves many people's minds swimming at first, and you will see that their language is not entirely consistent with the Resourceful Manager's Guide. As such, I am less concerned about precise language delineating things like what is a skill vs. what is a strategy. I am more focused on your accurate analysis of the leader that you profile in terms of their competencies and leadership style(s.) In other words, it is unlikely that any leader is going to fit completely neatly into one style, but the purpose of the assignment is for you to spend time evaluating how this leader operates by codifying their traits and their behaviors. The assignment assumes that very few leaders study a particular style and set out to fully embody that style. Instead, they naturally are drawn toward certain styles and behave accordingly.

Please highlight at least 4 competencies that you have observed, and *back up your assertion that they exhibit these competencies with specific behavioral examples*. The more competencies you can tease out, the more effective your profile will be, but 4 is the minimum. (The profiles in the Resourceful Manager's Guide are interesting and compelling, but you need to provide more detail than they do!).

If possible--though this might not be possible for every leader--please explore an ethical situation that the leader confronted, and how they handled it. This can be a very "minor" situation; it doesn't have to be a giant ethical crisis.

Once you've written up their styles and competencies, analyze their effectiveness as a leader, including whether there are any drawbacks to their leadership. Things to consider might be:

- Are there particular settings in which their style works better/worse?
- Does their style work equally well with all their stakeholders?
- Are there types of roles for which this leader is particularly well-suited? Are there roles in which this leader would not be as successful? (For example, might they be a

transformational superintendent, but not an effective city council member? Or might they be an authentic and organized supervisor, but not an inspiring CEO?)

- Many people would say that the majority of leaders who make ethical or moral failures do so not because they affirmatively acted maliciously, but they failed to recognize the ethical or moral issue that was facing them. Is there a time when you observed something like this happen for the leader you are profiling? How did they recover?

Please use at least 11-point font. Feel free to include graphics if you wish, but they are not required. This is not a traditional academic paper, so citations are not necessary if you are referencing one of these two readings. However, if you bring in an outside resource to illustrate your point, please cite that. (There is no expectation that you will consult other sources for this, but some of you may wish to do so.)

You will note that I have not given a page minimum or maximum here. Welcome to leadership :) You'll have to assess for yourself whether you have completed the assignment sufficiently. (However, note that I did say the 1/2-page profiles in the Resourceful Manager are too short! And this description of this assignment is at least a page...) As a rough guide, consider 1-5 pages.

The most successful profiles will explore the **tensions and paradoxes** associated with leadership, and the **tensions** with profiling someone who is a leader. In other words, these are tough positions. Leadership is fundamentally about change, and no leader is perfect all the time.

### Governance Case Study

Your group will explore one case study and some associated readings and make a presentation to the class. The readings and the case are in a folder in Canvas. I will make some suggestions about the readings in class. For example, there are two readings that everyone on the team should read. Then I suggest that your team split up the readings among the team members, so that at least two members read each reading. You can see on Canvas how I have distributed them. (There is no reason each member cannot read all of the readings,)

Consider that you are "Governance Consultants" to the organization in question and are making a set of recommendations to the Board of Directors. The parameters for the presentation include: 20 minutes total + a Powerpoint or similar slide deck. Your group will receive one grade for the assignment and you can decide how to distribute the work. I do not require that everyone in the group has a "speaking part" in the presentation, for example, but part of this process is about the leadership skills you need to negotiate how to distribute work equitably.

The presentation needs to cover:

- How your group defines Diversity, Equity, and/or Inclusion (some of these concepts may not be as relevant, depending on the situation)
- Answers to the questions posed in the case
- Any additional recommendations you have that are not encompassed in the answers to the question in the case.

Note: this is a GOVERNANCE case study, not a leadership case study. Many of you could fall into the trap of focusing on the positional leaders' behaviors in the case, but check yourselves and each other, because to be successful, you need to focus on the *governance* issues.

When grading, I will focus on the depth of your analysis, and how you struggled with the tensions and paradoxes. For the presentation, I will focus on how effectively you conveyed the main

strategic points. (I will not be focusing on how attractive/innovative the slides are; I am interested in how you took a lot of information and distilled it to the most strategic information and recommendations.)

### Crisis Simulation

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Information about this will unfold over the course of 3 class periods.

### Personal Leadership Reflection and Action Plan

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Reflect on the following questions. You can write a cohesive narrative that covers them, you can answer each question separately, you can create a slideshow or e-zine, OR you can create a series of infographics to answer the questions. In other words, feel free to be creative if you want, but make sure to cover the following:

- How did your CliftonStrengths, 16 Personalities, and Competing Values (color) profiles play out in your team?
- Thinking about the first group presentation and then what your team discussed in the After Action Review, consider these questions:
  - What did you do that you would do again in another team setting?
  - What did you do that would probably not translate into a different setting?
  - What did you learn from my teammates about leadership (leadership in general and/or your own leadership)?
  - What do you need from teammates?
  - What do you wish you had done that you didn't do?
  - Next time I am on a team, I will...
- What insights about DEI did you pick up in the process of this team\* that you will apply to your work in the field? These may be behaviors/interactions that you definitely do not want to replicate in the field, or that you want to continue or do more of in the field.
- Did you find any evidence of the heliotropic effect in your team? Please describe.
- Do you gravitate toward a particular leadership style(s)? To illustrate your style, describe a few traits/competencies that you exhibit, and to illustrate these traits/competencies, describe specific actions that you have taken **within the last three months**.
- Using the Cameron chapters and your CliftonStrengths materials as inspirations, create a brief action plan with 5-7 things that you want to work on in the next 6 months to one year to develop your leadership skills. Please make sure to highlight what result(s) you want to create by working on these things.

*\*Writing about classroom and group interactions, particularly in reference to DEI issues, can be tricky for a multitude of reasons. It will not benefit you or the assignment, to "bash" or otherwise "throw someone under the bus." We all have competing needs and we all occupy intersectional positions. An honest appraisal of dynamics, interactions, and processes is important, so do not ignore difficult or conflictual issues. The strongest submissions will include an appraisal of how you contributed to the dynamics, in both effective and ineffective ways.*

### Submission Guidelines

Written submissions should be 2-4 pages (single spaced), at least 11 point font.

Video/audio submissions should be ~10-15 minutes.

Presentations or other media should include 10-15 slides.

I suppose you could write a song or poem! If you choose this path, let me know what you're thinking and we can decide together about length :)

When grading, I will focus on the **depth with which you connect your action steps with your leadership**, and **how you plan to leverage your own strengths/styles** to create positively deviant results.

*[i] This effect is defined as the tendency in all living systems toward that which gives life and away from that which depletes life—toward positive energy and away from negative energy. Because all living systems have an inclination toward the positive—for example, plants lean toward the light, people remember and learn positive information faster and more accurately than negative information, positive words predominate over negative words in all languages, human brains are activated more by positivity than by negativity—leaders that capitalize on the positive similarly tend to produce life-giving, flourishing outcomes in organizations. A focus on the positive is life-giving for individuals and organizations in the same way that positive energy in nature enhances thriving in living organisms. This is especially so in circumstances that seem threatening, stressful, and worrisome.*