Faculty of Education and Arts  
School of Humanities & Social Science

SWRK6200  
Transformative Leadership in Human Services  
Course Outline

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Semester  
Semester 2 - 2009
Unit Weighting  
10

Teaching Methods

Self Directed Learning
Online & email discussion groups

Brief Course Description

Using paper-based distance learning, Blackboard and email discussion groups this course responds to the need for new conceptions of leadership in human service organisations. Leaders in organisations need to be able to motivate, coach, mentor and support staff in rapidly changing environments with limited resources. In this course students will learn about a variety of leadership styles as well as how to identify and develop personal strengths and abilities to be an effective leader. Emphasis will be on transformative leadership and team capacity building.
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This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

Contact Hours
- Self directed learning for 2 hours per week for the full term.
- 2 hours per week or equivalent online/distance learning.
- With lecturer as required/requested throughout the semester.

Learning Materials/Texts
Contained in course information package provided at the start of the course. Additional materials may be posted on Blackboard during the course.

Course Objectives
1. To critically examine the values, assumptions and dominant ideas underlying leadership theory and practice in contemporary human service organisations.
2. To provide current reference material related to leadership styles with an emphasis on transformative, strengths-based and visionary leadership.
3. To critically examine best-practice frameworks and strategies for effective leadership.
4. To encourage students to critically reflect on the process of developing creative, sustainable, ethical, and responsive human service organisations.
5. To develop students’ capacities to strengthen themselves and their team members in and through transformative leadership.
6. To promote inclusive and diverse approaches to leadership.
7. To contribute to research, scholarly debate and action aimed at social justice and social change.

Course Content
Six learning units:
1. Introduction to the learning process
2. The organisational context
3. Exploring the concept of leadership
4. Theories underpinning effective leadership
5. Transformative Leadership in action
6. Developing a personal style

Assumed Knowledge
An undergraduate degree in a relevant area, e.g. Bachelor Social Work, Bachelor of Social Science, Bachelor of Arts.
IMPORTANT UNIVERSITY INFORMATION

Academic integrity

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;
c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

Plagiarism is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;
b) using another person's ideas without due acknowledgment;
c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking.
Marks and grades released during term

All marks and grades released during term are indicative only until formally approved by the Head of School.

Special circumstances affecting assessment items

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in Late Penalty above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

*Note: different procedures apply for minor and major assessment tasks.*

Students should be aware of the following important deadlines:

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

*Late applications may not be accepted.* Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

Students with a disability or chronic illness

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: [www.newcastle.edu.au/services/disability](http://www.newcastle.edu.au/services/disability).
Changing your enrolment

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html

Student information and contacts

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

Callaghan Campus
Shortland Hub: Level 3, Shortland Building
Hunter Hub: Level 2, Student Services Centre

City Precinct
City Hub & Information Common, University House

Central Coast Campus (Ourimbah)
Student Hub: Opposite the Main Cafeteria

Port Macquarie students
contact your program officer or
EnquiryCentre@newcastle.edu.au
Phone 4921 5000

Singapore students
contact your PSB Program Executive
Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

For this distance learning course the Assessment Task 1 (A) & (B) are not required in hard copy form. They will be posted on Blackboard (see Assessment Item section for more information). The method for submission of Assessment Task Two will be discussed with the student group and finalised before the due date. The following are guidelines that do apply to the preparation of papers for assessment tasks:

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.

- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.

- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.

- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

If submitting a hard copy via mail:

- **Staple the pages** of your assignment together (do not use pins or paper clips).

- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
Online copy submission to Turnitin

In addition to a hard copy submission (where required), students are also required to submit an electronic version of written assignments to Turnitin via the course Blackboard website available @ www.blackboard.newcastle.edu.au/

Prior to final submission, all students have the opportunity to submit drafts of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy (where applicable) and online versions have been submitted. Marks may be deducted for late submission of either version.

Details of the assessment items are in the final section of this Course Outline.

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact the Course Lecturer to make a consultation time to receive individual feedback on their assignments.

Return of Assignments

Assignments will be returned to distance learning students via mail.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html
Preferred Referencing Style

In this course, it is recommended that you use the use the Harvard or APA in-text referencing system for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication

Students should discuss any course related matters with their Lecturer or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Studentmail and Blackboard

Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.
### Grading Guide

| 49% or less | Fail (FF) | An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism. |
| 50% to 64% | Pass (P) | The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced. |
| 65% to 74% | Credit (C) | The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate. |
| 75% to 84% | Distinction (D) | Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis. |
| 85% upwards | High Distinction (HD) | All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis. |
Course Rationale

This course is designed for current and potential leaders, responding to their need for new conceptions of leadership in the context of human service practice. Leaders in human service organisations are required to engage, motivate, coach, mentor and support staff in rapidly changing complex environments with limited resources. The emphasis in this course is on ethical leadership and team capacity building that enhances inclusive movement through rapid change and effectively delivers services.

Students are encouraged to critically examine the values, assumptions and dominant ideas underlying leadership theory and practice in contemporary human service organisations by studying current international reference material related to leadership styles. This material has an emphasis on transformative, strengths-based, and visionary leadership. Through the discussion of student experiences the class critically reflects on and applies the process of developing creative, sustainable, ethical, and responsive human service organisations. Students are encouraged to strengthen themselves and their team members in and through transformative leadership and to promote inclusive and diverse approaches to leadership.

The course is divided into six learning units. Students are required to complete the readings for each unit and undertake the recommended reflective thinking exercises. For both on-campus and distance students there is the requirement to participate in regular discussion forums on Blackboard.

A list of other references, journal and website examples will be provided to students wishing to explore some areas in more detail. Students are encouraged to seek out other literature and resources relevant to the course, their interests and the assessment tasks.
## Semester / course overview

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<thead>
<tr>
<th>Wk</th>
<th>Week start date</th>
<th>Topic</th>
<th>Assignments</th>
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<td>3</td>
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<td>24 August</td>
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<td>13</td>
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### Semester Recess 28/09-09/10/09

## Assessment Items Summary

<table>
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<tr>
<th>Item</th>
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<tr>
<td>Journal Based Discussion Paper</td>
<td>Part A 20%</td>
<td>1,000 words</td>
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<td></td>
<td>Part B 20%</td>
<td>1,000 words</td>
<td>Response: 4 September 2009</td>
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<td>Organisation-Based Project</td>
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<td>13 November 2009</td>
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<td>Report: 16 October 2009</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Response: 23 October 2009</td>
</tr>
</tbody>
</table>
Assessment Task 1 (A) & (B): Journal Discussion Report

Learning Journal

In order to facilitate your learning you should keep a learning journal. This journal is designed to be a tool for the integration of your experiences, reading and reflection. The journal is not required to be presented in full nor in a formal academic style. It is a vehicle for meaningful dialogue, and a place for you to explore your thoughts, construct your own perspective on ideas, to test your ideas, and to critically reflect.

Importantly, because students will share parts of their journal, confidentiality must be maintained at all times. Therefore students are asked to give organisations and people fictitious names and remove all personally identifying details. The journal can be kept in any form suitable to your learning (eg in hand written or typed form, in a loose-leaf folder, or in a book). You are strongly encouraged to keep this journal progressively active over the semester as this will assist completion of your assignments. Reflection activities are included to help your journal entries.

Learning Journal Assessment requirements

At two points in the semester you will be required to place a report onto the blackboard web site for this course. This report should contain discussion of the topics in the learning units with reference to the some of the learning units’ readings, your reflections on current and past experiences, and some thoughts about what this implies for your own actions within a human service organisation. Your learning journal will provide you with ample material for the development of this report.

After you have posted your report on the website you then need to respond to at least two other students’ work. This will provide material for class discussion and interaction about concepts and practices relevant to each of our experiences, and current and future learning.

Report A Topic: On the basis of your reading and reflection on Learning Units 1, 2 and 3 and reflection of your own experience discuss what has been significant for you about the concepts of reflective practice, organisational culture, organisational learning, and leadership in the context of human service organisations.

Report B Topic: On the basis of your reading and reflection on Learning Units 4 and 5 discuss what has been significant for you in the theory and application of transformative leadership in the context of human service organisations.

Length:

- Report: 1,000 words
- Responses: approx. 300 words per response (at least 2)

Due Dates: See Assessment Items Summary

Mark: 40% (Part A: 20%, Part B: 20%)

Marking Criteria

1. Ability to articulate experiences of leadership in current organisational contexts.
2. Demonstration of reading on the topics of organisations, reflective practice, and concepts and theories of leadership.
3. Critical reflection on the integration of class discussion, reading and experience.
4. Critically reflective response to peers.
5. Demonstrated capacity to present a document that is cohesive, succinct, informed and appropriately referenced.
Assessment Task 2: Organisation-Based Project

The assignment is designed to draw on existing experience and skill and to encourage new skill development.

With reference to your experience of working in an organisation/s, or discussions with a relevant organisation, and using the learning journal reflections, identify an organisational issue to which the concepts of transformational leadership could be, or have been, applied.

Describe the present situation, discuss your reflective thinking processes in relation to the issue, and apply a transformational leadership approach to addressing the issue. You are required to critically reflect on the process of applying knowledge about human service organisations and transformative leadership to practice and to identify limitations and challenges.

You will need to discuss relevant literature in conjunction with your reflections on the process of transformation. Accordingly, the overall project must be grounded in relevant literature, and demonstrate clarity and coherence of argument, critical thinking, presentation, organisation, and structure.

Students should discuss the organisational problem and proposed process for addressing this with the course coordinator.

Length: 4,000 words (excluding reference list) on A4 pages using 12-point font, 1.5 spaced
Due Date: 13 November (one week after end of semester)
Mark: 60%

Marking Criteria

1. Demonstrated application of knowledge about organisations and leadership in the context of human service organisations.
2. Ability to describe and critically analyse an issue in context.
3. Critical reflection on the experience of applying knowledge to practice
4. Demonstrated capacity to present a document in a cohesive, succinct, and informed manner.
5. Demonstrated capacity to draw on and appropriately reference relevant literature and other source material to support ideas and discussion.
Learning Unit 1: Introduction to the Learning Process

This course aims to use an experience-based model of education where the central question is not ‘what to teach?’ but ‘how students learn?’ This model integrates theory and practice/experience within a context of constructive critical thinking. Thus you are challenged to examine the values and assumptions that underlie your understanding or interpretation of information, to be open to new information, and to develop alternative perspectives making sense of new material and deciding on new actions to take.

To commence your experience-based learning this brief introductory unit will invite you to explore key processes underpinning this course on transformative leadership. These processes are reflective thinking, learning diaries, and action learning. These concepts are central to both your learning in this course and to the process of applying the theory of transformative leadership into reality in human service organisations. Transformative leadership as a concept implies action on the part of a leader. Leadership actions that result in transformation of organisations require tools and strategies to ensure that these transformations meet the vision of the organisation in a manner that is inclusive and supportive of staff of the organisation and effective for clients of a service.

Objectives

- To explore processes for reflective thinking and action learning
- To commence reflection on practice experiences of organisations and leadership
- To develop an understanding of the concept and features of learning organisations.

Key Concepts

- Reflective practice
- Action learning
- Learning diaries
- Learning organisations
- Self awareness
Exercises

1. This course will require you to keep a learning journal to record your reflections, thoughts, and learning in relation to the readings, concepts and your own experiences of organisations and transformative leadership. Read Bolton (2005) then complete exercise 2.

2. Establish a workable system to assist you in your progress through this course. You may like to establish a folder on your computer. Alternatively you may feel more comfortable with a pen and paper either in a book or a loose-leaf folder. Whatever your choice make sure it is a method that works for you.

3. In your dairy write about what you understand by the concepts:
   - learning organisations
   - reflective practice

4. In your journal record some reflections of working in large or small organisations. Reflect on your experiences of organisational learning, growth, and moving with changing demands. When has this worked effectively for all in involved? What have you observed or experienced when organisational learning and change has become “stuck” or destructive?

5. Now read Smith (2004) and record your understanding of learning, reflection and change.

6. Now read the remaining articles for this unit and for each article record your responses to the following questions in your learning journal:
   - What is your understanding of the article’s content?
   - Which aspects or concepts are familiar to you?
   - Which aspects or concepts are less familiar?
   - How applicable is the content to your present or past experiences?

Unit Readings

   Chapter 11, The learning journal: an introduction (pp 166-179)


Learning Unit 2: The organisational context

This learning unit will give an overview of organisational theory and the current climate in human service organisations. Students are encouraged to explore the intricacies of their particular organisational culture both internal and external, with an eye to historical and current themes. For those students not presently involved with an organisation, large or small, we suggest that you apply the readings and exercises to a past experience or take the opportunity to meet with an employee in an organisation of interest to you.

Leadership can be identified in many places in organisations and is not necessarily solely attached to management positions. Organisations are not an entity in themselves but rather a concept. Neither are they linear and predictable but rather a web of complex non-linear relationships. Organisations are made up of the people within them, and sometimes external to them, their business focus and their cultural norms. Hence organisations are processes, made up of people in relationships with people. Sometimes these relationships are formal or contractual and other times these relationships are informal. Organisations are effected by the internal and external social relations, by individual changes; changes in values, expectations and demographics. These factors are all constantly changing and forging new working cultures.

Transformative leaders are able to motivate people to do more than they thought possible and more than they originally intended (Bass & Avolio 1994 p3). Transformative leadership entails changing beliefs about how things are done in groups and organisations.

In this unit you are invited to explore the concept of organisations, transformative leadership, and change in human service organisations, and to explore the question of how the human service organisations are responding to or leading organisational and social cultures.

Objectives

- To explore current understandings of human service organisations
- To reflect on practice experiences of organisations and leadership
- To develop an understanding of the concept of transformative leadership

Key Concepts

- Organisational Structure
- Organisational Culture
- Organisational Integrity
- Organisational learning
- Ethics
- Transformative leadership
Exercises

1. Prior to commencing the readings for this learning unit consider the following questions and record your responses in your diary. These may trigger other questions and ideas – write them down too.
   a. Describe your present organisational context. Describe the prevailing culture or cultures in your organisation.
   b. What internal and external factors impact on the present culture?
   c. Describe a time in your organisation when you felt most excited, most engaged and most alive. What were the forces and factors that made it a great experience? What was it about you, others and your organisation that made it a peak experience for you?
   d. Reflect on your experiences of others and yourself as leaders. These experiences can be both personal and professional. What strategies or characteristics have you experienced as being positive or successful? What strategies or characteristics have you considered unsuccessful?
   e. What are your organisation’s best practices? What are the unique aspects of your organisational culture that most positively affect the spirit, vitality and effectiveness of your organisation and its work?
   f. What are the three most important hopes you have for your organisation’s future, its health and vitality?
   g. Define transformative leadership in our own words. Think of a person/s who you would describe as a transformative leader. What are the characteristics and behaviours of that person?

2. Read the articles for this unit.

3. Reflect in your journal on each article. What is your understanding of the article’s content? Which aspects or concepts are familiar to you? Which aspects or concepts are less familiar? How applicable is the content to your present or past experiences?
Unit Readings

   
   Chapter 9, Humanizing the organization (pp 51-171)

   
   Chapter 2, Management theory and organisational structures (pp 23-50)
   Chapter 3, Cultural change and quality standards (pp 51-88)


   
   Chapter 6, The organizational context (pp 182-217)
   Chapter 7, Conclusion: strategies for promoting equality (pp 209-225) (1998, 1st ed.)


   
   Chapter 11, The concept of organisational culture (pp 436-451)
Learning Unit 3: Exploring the Concept of Leadership

History and the contemporary world have revealed a myriad of leaders and leadership styles. Leadership is all about motivating people, inspiring people, facilitating and guiding. When we think about leaders we think about both the person and about others being influenced to act.

Our acceptance or rejection of a leader is influenced by power, values, beliefs, experience and the socio-political environment. We know that the process of leadership is complex. Despite these complexities leaders can and do change groups of people and society. Who are these people that lead? What do we know about their successes and failures?

Objectives

- Explore examples of people who can be considered leaders.
- Understand the history of the theory of leadership.
- Explore in depth the concept of transformative leadership.
- Begin to shape an understanding of the theories central to transformative leadership.

Key Concepts

- Leadership Styles
- Leadership influence
- Effectiveness
- Leadership theory
Exercises

1. Watch a movie. Movies are an excellent way to think about leadership. In this reflective exercise you are asked to watch a movie and think about how leadership is portrayed. The following is only a suggested list. If you are aware of another movie about leadership feel free to select that one.

   Master and Commander  The Bridge over the River Kwai  Heart of Tibet: the Dalai Lama
   Lord of the Rings  Elizabeth  Schindler’s List
   The Chorus  My Left Foot  West Side Story
   Shackleton  Ghandi  Lorenzo’s Oil
   Alive  All the President’s Men  Silkwood
   Lord of the Flies  Dead Poet’s Society  Erin Brokovich

2. Thinking about the movie you watched, consider the following questions:
   a. Who is the leader? Describe the setting for the leadership. How did she/he become a leader?
   b. Explain how she/he fulfils the functions of leader. Give 3 examples.
   c. What are her/his best qualities?
   d. What qualities could she/he improve on to become a better leader?
   e. What character traits contribute to her/his leadership?
   f. Do people follow her/him? Describe when this happens and when it does not happen.
   g. What type of power does the leader have?
   h. What leadership styles does she/he use?
   i. How does she/he deal with conflict?

3. Think about a range people you consider to be leaders and consider the following:
   a. What is it about each person that earns her/him the title ‘leader’?
   b. What leadership strategies or characteristics have you experienced as being positive or successful? What strategies or characteristics have proven to be unsuccessful?
   c. Who is someone you would describe as a transformative leader. What are the characteristics of that person?

4. Define transformative leadership in your own words.

5. Read the set readings for this learning unit. Reflect in your journal on each article, responding to the following questions: What is your understanding of the article’s content? Which aspects or concepts are familiar to you? Which aspects or concepts are less familiar? How applicable is the content to your present or past experiences?
**Unit Readings**


Chapter 7, Managing leadership: motivation, inspiration, transformation (pp 227-262)


Chapter 5, Leadership theory: benchmarks and guideposts (pp 53-67)


Learning Unit 4: Theories Underpinning Effective Leadership

Having completed reading and reflection in terms of the current organisational climate, change and transformative leadership, this learning unit will progress the student further into more detailed analysis of the theories central to the concept of transformative leadership in current practice settings.

The readings in this unit explore transformative leadership and its relationship to ethics, culture and change, strengths, emotional intelligence, spirituality, and gender. One of the most important but difficult responsibilities for a leader is leading change. It is vital that a leader be aware of change processes both within organisations and the broader community.

Ethics and principles inform how a leader will approach change processes. The issue is not whether leaders will use power but whether they will use it wisely. The process of responding to and working with oneself and with others is strongly influenced by emotional intelligence. Awareness of personal strengths and the strengths of others is vital to the process.

As gender based discrimination continues to be a problem in many organisations it is vital that leaders open themselves to the importance and influence of gender theories and approaches. With the rapid pace of globalisation it is also vital that all human service leaders embrace a perspective that is culturally diverse, inclusive and competent.

Exercises in this unit encourage you to start applying this concept of transformative leadership to yourself and your work context.

**Objectives**
- Conceptualise the links between transformative leadership and emotional intelligence.
- Develop conceptual links between leadership, ethics, culture and change
- Incorporate gender theories with leadership theories.

**Key concepts**
- Emotional Intelligence
- Self Awareness
- Ethics
- Change
- Strengths
- Gender
- Flexibility
Exercises

1. Read the articles for this learning unit.

2. Reflect in your journal on each article. What is your understanding of the article’s content? Which aspects or concepts are familiar to you? Which aspects or concepts are less familiar? How applicable is the content to your present or past experiences?

3. Think more specifically about the key concepts in this learning unit, considering the following questions:
   - How do the processes of change and transformative leadership intersect?
   - What part do ethics play in transformative leadership?
   - What is emotional intelligence? Why is emotional intelligence important to transformative leadership?
   - How does transformative leadership model consideration of culture?
   - What do you think are some of the differences in transformative leadership across the world?
   - What are some of the reasons it is important to consider gender in leadership?

Unit Readings


Part III, Maintaining organizational integrity: critical decisions (pp 223-235)

Learning Unit 5: Transformative Leadership in Action

This Learning Unit encourages you to apply the concept of transformative leadership into the context of human services and to bring back into focus the concept of action learning.

Processes and real examples are explored for working in the present complex organisational and social cultures and developing ethical leadership with a sense of vision and hope.

The readings for this unit provide examples of transformative leadership and change. Each example uses slightly different terminology i.e. action learning, action research, appreciative inquiry, and co-operative inquiry, to explore a process of effective inclusive change.

The readings present a variety of strategies for undertaking change processes that maintain a culture of equality, respect, inclusion and human value whilst achieving effective organisational change to address the organisations vision and core business in human services.

Further readings explore the limitations of transformative leadership acknowledging the need for slow inclusive change processes that encourage the maintenance of core culture and values.

Objectives

• Review of strategies for effective leadership
• Critical reflection on processes for responsive human service organisations
• Application of action research in transformative leadership
• Exploring the limitations of transformative leadership
• Initiate thinking about personal style

Key Concepts

• Organisational learning
• Leadership in action
• Working Together
• Personal Style
Exercises

1. Read the articles and reflect in your journal on each article, considering the following questions for each: What is your understanding of the article’s content? What do you note that further informs you about transformative leadership? Which aspects or concepts are familiar to you? Which aspects or concepts are less familiar? How applicable is the content to your present or past experiences?

2. In your learning journal explore the following questions. These reflections are aimed to assist you in commencing your final assignment for this course.
   a. Describe an issue, incident, policy or process in your organisation to which you could apply the concept and processes of transformative leadership. Give brief details of the social, organisational, personal context and background of the matter of choice.
   b. What is your reason for choosing this matter for “transformation”?

3. Identify a small group of fellow workers who could join you to commence an action learning process on this matter. If you are not currently working in an organisation (large or small) you could approach an organisation to establish a group, or you can do this on your own.

4. Use the following questions to assist the action learning process:
   a. What is the vision in relation to this matter?
   b. Who are all the stakeholders in the present issue and in the vision?
   c. What are the main assumptions in this matter?
   d. What assumptions are helpful and what are unhelpful?
   e. What losses and gains will be felt by all the stakeholders?
   f. What vision do you have for this matter?
   g. What leadership behaviours could be required to bring about transformation?
   h. What strategies can be brought into play to promote transformation?
**Unit Readings**


Learning Unit 6: Developing a Personal Style

In this final learning unit students are encouraged to critically reflect on their experiences, knowledge of themselves, their organisational context, and the literature to develop a personal approach to transformative leadership.

Critical reflection on readings, experience and application, in addition to reviewing successes and barriers, are aimed to assist work on the final assessment task.

Objectives

- Application of knowledge to practice
- Development of personal style
- Further application of the literature to the realities of human service practice.

Key Concepts

- Personal style
- Inclusive leadership
- Visionary Leadership
- Action research in practice
**Exercises**

1. Read and reflect in your journal on each of the readings, considering the following: What is your understanding of the article’s content? Which aspects or concepts are familiar to you? Which aspects or concepts are less familiar? How applicable is the content to your present or past experiences?

2. Begin your process of developing a personal style in transformative leadership by considering the following questions. In other words, begin to apply all this theory to practice.
   a. Describe yourself to another as if they do not know you. Reflect on how you see yourself and how others may see you, both professionally and personally.
   b. Reflect on your personal and professional experiences as a leader. What aspects of these experiences have re-energised both yourself and the people around you?
   c. Reflect on your experiences of working on your organisational issue.
   d. Reflect on your own reactions to the process. When did you feel comfortable? When did you experience discomfort and uncertainty?
   e. Reflect on the reactions of the people involved. What are you observing about their comfort and discomfort?
   f. When are people demonstrating a sense of empowerment and success? What is happening when this sense of empowerment is not present?
   g. What aspects are progressing well? What barriers or limitations are you experiencing?
   h. What strategies are proving successful in addressing barriers or limitations?

**Unit Readings**


Mart, 4, Values and vision (pp 57-74)
