

Rutgers, The State University

Theories of Management Practice and Strategic Planning

19:910:608

Intensive Weekend Program

Instructor:

Email:

Phone:

Dates:

Goes live:

On-line sessions:

Classroom Sessions:

Catalog Course Description

Core theories, dynamics, functions, and ethics of public agency management, including program and strategic planning, are analyzed with a particular focus on the knowledge, skills, and abilities necessary to successfully lead client serving agencies in the environment of today and in the future. Emphasis is on internal management functions, such as creating and supporting an effective management team, supporting a safe and ethical service environment, managing change, sound strategic planning that includes consideration of budgeting, resource gaps and performance/quality improvement activities beyond the use of data –all with the end goal of creating and sustaining a learning organization.

Course Overview

The purposes are to teach students management and planning skills required of today's social welfare administrators. In addition to management theory, students will learn the practical application of theories related to leadership development and vision setting, the importance of communication across the organization, modeling ethical behavior and partnership with stakeholders, and strategic planning. Students will have the opportunity to learn and apply theory to case situations, gain understanding of the dynamics and requirements of human services management, and acquire the competencies necessary to lead a social welfare agency.

Place of Course in Program

This is a prescribed elective course designed for MSW students in the Intensive Weekend Program, who have successfully completed first year foundation courses.

Mission Statement of the School of Social Work

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being in this diverse and increasingly global environment of New Jersey and beyond.

School wide Learning goals

Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

The Council of Social Work Education Policy and Accreditation Standards

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE).

CSWE uses the Education Policy and Accreditation Standards (EPAS) to accredit and reaffirm baccalaureate and master-level social programs in the United States. These accreditation standards can be reviewed at cswe.org or by accessing the link on the Rutgers School of Social Work homepage.

The Rutgers School of Social Work has integrated the CSWE competencies within its curriculum.

Course Objectives

1. To develop an understanding of the processes and techniques of human service management in social work and social welfare settings.
2. To acquire an overview of the historical and theoretical development of human services management within social work and social welfare.
3. To acquire knowledge of the concepts, skills, and techniques of human services management within the organization internally, and externally with the larger community and public.
4. To acquire knowledge about the effects of power, politics and leadership in human services management and how they might be applied to achieve the mission of the organization.

5. To gain management skills and demonstrate their use by applying theories and concepts to case situations or scenarios to determine how issues or problems may be satisfactorily resolved.

6. To demonstrate the influence of social work values and ethics in managing programs and services that are responsive to the needs of populations served by the social welfare system today.

7. To develop an understanding of the value of planning in human services, with an emphasis on the steps involved in developing a sound strategic plan.

9. To gain planning and administrative technical skills and demonstrate their use in developing a strategic plan, including the use of data, and the incorporation of a continuous monitoring process that allows modifications as indicated.

Required Texts

Weinbach, Robert W. (2015). *The social worker as manager: a practical guide to success, 7th edition*. Boston: Pearson.

Bryson, John M. (2011). *Strategic planning for public and non-profit organizations: A guide to strengthening and sustaining organizational achievement, 4th edition*. San Francisco: Jossey-Bass.

Students also are expected to read other works from a selection of books and journals (as indicated on syllabus). The required readings are available on CANVAS.

Course Format

This course is founded upon student participation and will utilize lectures, videos, and group exercises. As professional practitioners and advocates, it is essential for social workers to articulate ideas clearly and persuasively. It is important that everyone feel free to participate in classroom activities, discussion, and assignments. Learning involves dialogue and exchange, taking chances, sharing new ideas with others. Whether you recognize it or not, all of you are experts in some arenas of social work practice. All students are encouraged to participate through discussions in class, both small and large groups, and with the instructor.

This course requires graduate level reading, writing, and analytical skills. Students are to come to each class prepared to actively participate in discussions about reading assignments and previous lecture materials. The papers will be graded both on substance and on the ability of the student to write succinctly and in terms understandable to a wide audience. During this

course, it may be difficult to disguise references to specific organizations and people, so such information must stay in the classroom. Confidentiality is vital.

Respect for others in the classroom. Social work courses are often messy and ambiguous, with room for multiple and diverse perspectives. We all must attempt to treat each other with respect when opinions are shared. Language should be used which recognizes diversity and is respectful of others. It is also imperative, as we struggle with complex political, personal and social issues, that we not silence others by assuming that there are “politically correct” lines of thought that cannot be challenged.

Attendance and Participation. Due to the intensive nature of this class, attendance is crucial. Full attendance is essential. Students are expected to come to all classes, for the entirety of the class. Exceptional situations, such as death in the family or serious illness, should be presented to the instructor. Students are expected to attend class and be on time, which is essential for learning from lecture and class discussions, and contributing to the class community. Attendance and participation will affect 15% of the course grade. Absences are not permitted except under extreme circumstances (i.e., death in the family). Consistent lateness to class will also result in being marked absent.

Class participation is critical and will comprise part of your final grade. Active participation is encouraged and includes coming to weekend classes prepared, critically analyzing the readings and lectures, voicing your thoughts, and reacting respectfully to others. Threaded discussion should be thoughtful and timely.

The use of cell phones (including text messaging), smartphones, PDAs, or any similar type of electronic device is not permitted in class, unless as part of an in-class activity and approved by the Instructor. .. Please turn them off prior to class. If there is an emergency and you need to leave your cell phone on, please turn it to vibrate and attend to the call in the hallway so that you will not disturb your colleagues. The use of tablets or laptops for note taking only is permissible.

All correspondence, including submission of assignments and e-mail communications, will be conducted through CANVAS. Please ensure that the e-mail registered with the University is the e-mail you want to use for your correspondence.

Course Assignments – all required

1). Class participation and attendance (15 points). Students are expected to be active learners and collaborators with the instructor. Active learning includes coming to class prepared to discuss the assigned readings, and to engage in critical thought and respectful discussion with the rest of the class both in person and on-line. All students are expected to be active participants in all on-line and in-class sessions and assigned activities. Additionally, there are three (3) required threaded discussions. Threaded discussions are due by 11:59pm. Threaded discussions should answer questions posed comprehensively, with critical thought

and should reference assigned readings. Additionally, each threaded discussion requires a response to minimally 2 peers' posts.

1a and 1b). Case Study Questions (15 points per case study or 30 points total): Two different case studies are available for students to read and submit a brief (3-4) page paper. There is one on Leadership; there is one on Change Management. Students are required to review the written case studies and prepare written responses to the questions that follow the case studies. Critical Information on the topic covered in each of these two assignments is found with the assignment in the Resource Tab on the course shell. Each assignment requires a cohesive written response to all of the questions. Responses should be between 3 and 4 pages double spaced and include citations from multiple sources, APA format.

2a). Leadership Case Study.

2 b). Change Management Case Study.

3). Organizational Mission, Vision, Values (25points). Students will prepare a no more than 10 page paper, APA format. Students will a). cite the vision, mission and values of your workplace/organization. Then students will b).interview the CEO/Executive Director, and c). a Board member to discuss their views and their interpretations of the vision, mission, and values. You will explain each of their respective perspectives. d).then explain/discuss same from your personal perspective.

e). discuss the similarities and differences among the three perspectives (yours, Directors, Board's)

f). propose any suggested changes or enhancements.

g). Describe how success in achieving the vision, mission, and values is defined and evaluated in your workplace/organization.

4). Strategic Planning Project (30 points): Students will break into small groups where they will develop a mini- strategic plan, which will include the identification of goals and objectives for a specific work area of an organization. The plan must include action steps, timelines, and budget implications. It should be noted that this is an individual assignment supported by team work, as all those in management positions recognize that there are many different skill sets and knowledge bases that make up effective management teams . Further direction will be issued during the first in-person class session. The Strategic Plan is due July 2, 2017 and is to be placed in the drop box named **Strategic Plan**.

Grading

92-100	A	80-86	B	70-74	C
87-93	B+	75-79	C+	Below 70	Failed (F)

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc. Work is completed by due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling, punctuation, etc. Work is completed by the due date.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials.

The quality of the writing as well as the content is important, so students should check spelling and grammar as well as sentence and paragraph construction. It is a very good idea to write a draft of your papers and then make an outline of your draft before preparing final versions. This helps assure that your paper is flowing in a coherent manner and that you are effectively making and supporting your main points.

Written work should meet basic standards of writing proficiency, and should conform to accepted standards of citation. The format found in the Publication Manual of the American Psychological Association (APA) should be used for all papers. If you are unsure of how to cite sources, please see the instructor. *Remember that plagiarism is a serious offense and violates the standards for academic integrity.* Written assignments are graded based on the following criteria:

- thoroughness and completeness of content;
- clarity and logic of presentation;
- evidence of critical thought;
- quality of writing;
- quality of references

Late Assignments: All assignments are due 11:59PM on the date assigned. Grades will receive reduced points if the assignment is late or incomplete. (Exceptions will be made only in extreme circumstances and must be approved by the instructor **PRIOR** to the due date.)

Course Evaluation

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. An additional mid semester evaluation may be distributed as well.

Academic Integrity Policy

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the citation style preferred by the discipline.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote.

Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by first-year undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the

Office of Student Conduct. The AIF that you should contact is Antoinette Y. Farmer, 732.932.2621. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/integrity.shtml>.

Disability Accommodation

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the designated Coordinator for the Concerns of Students with Disabilities at the School of Social Work Arlene Hunter the Associate Dean for Student Services [amhunter@rci.rutgers.edu or 732-932-7126] for a letter of accommodation. Any student who has already received a letter of accommodation should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

Course Outline

For purposes of organization, the course has been divided into 10 weeks: 4/24/2017, through July 1, 2017

**Unit I: Introduction to Human Services Management Theories and Leadership
Week 1-3**

**Unit II: Leadership and Organization Culture
Week 4**

**Unit III: External relations and Communication
Week 5**

**Unit IV: Change Management
Week 6**

**Unit V: Accountability
Week 7**

**Unit VI: Ethical Standards and Guiding Principles
Week 8**

Unit VII: Financial and Technical Management and Other Key Management Responsibilities
Week 9

Unit VIII: Completing the Strategic Planning Process and Board Governance
Week 10

Week #1 - Topic: Introduction to Human Services Management

TASKS:

Complete assigned readings.

Submit First Threaded Discussion – due April 30, 2017

Elpers, K. & Westhuis, D.J. (2008). Organizational Leadership and Its Impact on Social Workers' Job Satisfaction: A National Study. *Administration in Social Work*, 32 (3), 26-43.

Bryson, John M. (2011). *Strategic planning for public and non-profit organizations: A guide to strengthening and sustaining organizational achievement*, 4th edition. San Francisco: Jossey-Bass. Chapters 1, 2, 4.

Weinbach, Robert W. (2015). *The social worker as manager: a practical guide to success*, 7th edition Boston: Pearson. Chapters 1, 2, 3.

Ewards, R. L. & Austin, D. M. (2006). Chapter 1, Managing Effectively in an Environment of Competing Values. In *Effectively managing nonprofit organizations*. Washington, DC: NASW.

Week #2 Topic: Leadership and Organization Culture
5/1/ – 7, 2017

TASKS:

Complete assigned readings

First On-line Session

Submit Second Threaded Discussion

Developing a Theory and Philosophy of Management – Pearson; Chapter 1.

http://www.pearsonhighered.com/assets/hip/us/hip_us_pearsonhighered/samplechapter/0205961118pdf

Weinbach, Robert W. The Social Worker as Manager, Chapter 4

Fisher, Elizabeth, Motivation and Leadership in Social Work Management: A Review of Theories and Related Studies in Administration in Social Work, 33:347–367, 2009

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APHSA (2017) Creating a Modern and Responsive Health and Human Services System
[http://www.aphsa.org/content/dam/aphsa/pdfs/What%27s%20New/CreatingModernResponsiveHHSsystem APHSATransitionDocument final.pdf](http://www.aphsa.org/content/dam/aphsa/pdfs/What%27s%20New/CreatingModernResponsiveHHSsystem%20APHSATransitionDocument%20final.pdf)

Week #3 Topic: Leadership and Organization Culture

TASKS:

Complete assigned readings

Submit Assignment #2a –Leadership Case Study - May 14, 2017

Human Services Management Competencies: A Guide for Non-Profit and For Profit Agencies, Foundations, and Academic Institutions; Revised, 1 October 2013 ; Prepared by: Anthony Hassan, MSW, Ed.D., William Waldman, MSW , Shelly Wimpfheimer, DSW Landsman, M.J. (2008). Pathways to Organizational Commitment. *Administration in Social Work*, 32 (2), 105-132.

Germack, Andrew, J., Huamin Research Center, Research report #2, September , 2014, “Building Leadership and Management Capacity in the Human Services Sector through Training and Professional Development.

Weinbach, Robert, W. The Social Worker as Manager, Chapters 5

Week #4 Topic: Planning

TASKS:

Complete assigned readings

Submit Third Threaded Discussion

First In-Class Sessions

Bryson, John M. Strategic Planning for Public and Non Profit Organizations. Chapters 7, 9, 10.

Weinbach, Robert W., The Social Worker as Manager, Chapters 6, 7, 11.

Levy, P.H., Levy, J.M., & Rubin, J. (2008). Strategic planning for not-for-profits: A brief guide. In *Management and leadership in social practice and education*. Alexandria, VA: Council on Social Work Education.

Week #5 Topic: Relationship Building and External Communication

TASKS:

Complete assigned readings.

Submit Assignment #3: Vision, Mission, Values

Bryson, John M. Strategic Planning for Public and Non-profit Organizations, Chapters 4, 6, 8.

- Aiken, C. & Keller, S. (2009). The Irrational Side of Change Management. *McKinsey Quarterly*, 2, 100-109.
- Galambos, C., Dulmus, C.N., & Wodarski, J. S. (2005). Principles for organizational change in human service agencies. *Journal of Human Behavior in the Social Environment*, 11 (1), 63-78.
- Haynes, K.S. & Mickelson, J. (2006). *Affecting Change: Social Workers in the Political Arena*. Boston: Allyn & Bacon.
- Dunlop, J. M. & Holosko, M. J. (2004). The story behind the story of collaborative networks – Relationships do matter! *Journal of Health & Social Policy*, 19 (3), 1-18.

Week #6 Topic: Change Management

TASKS:

Complete assigned readings.

Second On-line Session:

Weinbach, Robert W., *The Social Worker as Manager*. Chapters 4, 8, 9

Bryson, John M. *Strategic Planning for Public and Non Profit Organizations*. Chapters 5, 11.

Oftelie, Antonio M., Booth, Julie., Wareing, Tracy. *The Art of the Possible: Leading Change in Human Services* APHSA, June 2012.

Week #7 Topic: Accountability

6/5– 11, 2017

TASKS:

Complete assigned readings.

Submit Assignment #2.b: Change Management Case Study– due June 11, 2017

APHSA, an Innovation Center Issue Brief, *Accountability in Human Services*, June 2013.

Weinbach, Robert W., *The Social Worker as Manager*. Chapters 4, 7, 8, 9.

APHSA, an Innovation Center Issue Brief, *Social Return on Investment*, May 2013.

Week #8 Topic: Ethical Standards and Principles
6/12 – 18, 2017

TASKS:

Complete assigned readings.

Second In-Class Sessions - June 17-18, 2017

NASW Code of Ethics

<http://www.councilofnonprofits.org/resources/resources-topic/ethics-accountability>

https://www.independentsector.org/compendium_of_standards

<http://yourbusiness.azcentral.com/top-five-ethical-issues-nonprofit-organization-5979.html>

Week #9 Topic: Financial and Technical Management and Other Key Management Responsibilities

TASKS:

Complete Required Readings

Weinbach, Robert, W. The Social Worker as Manager, Chapters 12, 13, 14.

Week #10 Topic: Completing the Strategic Planning Process and making it work effectively; Effective Boards, Board Governance

TASKS:

Complete Required Readings

Submit Assignment #4, Final Paper: SWOT and Strategic Plan - due July 2, 2017

Bryson, John M. Strategic Planning for Public and Non Profit Organizations. Chapters 11, 12.

Jonker, Kim, and Meehan, William,F. *A Better Board Will Make You Better*, Stanford Social Innovation review, March 5,2014.

http://www.ssireview.org/articles/entry/a_better_board_will_make_you_better

Weinbach, Robert W. The Social Worker as Manager. Chapter 6

Completion of any Outstanding Work

GENERAL ADMINISTRATION AND MANAGEMENT:

- Aldgate, J., Healy, L., Malcolm, B., pine B., Rose, W. & Seden, J. (2007). *Enhancing Social Work Management: Theory and Best Practice from the UK and USA*. London and Philadelphia: Jessica Kingsley Publishers.
- Austin, D.M. (2002). *Human Services Management: Organizational Leadership in Social Work Practice*. New York: Columbia University Press.
- Brody, R. (2004). *Effectively Managing Human Services Organizations*. Thousand Oaks, CA: Sage Publications.
- Edwards, R.L. & Yankey (2006). *Effectively Managing Nonprofit Organizations*. Washington, DC: NASW Press.
- Gibelman, M. (2003). *Navigating Human Services Organizations*. Chicago: Lyceum Books.
- Hansen, M.T. & von Oetinger, B. (2001). Introducing T-shaped managers: Knowledge Management's next generation. *Harvard Business Review*, 79(3):106-116.
- Holland, T. & Ritvo, R. (2008). *Nonprofit Organizations: Principals and Practices*. New York: Columbia University Press.
- Kettner, Peter M. (2002). *Achieving Excellence in the Management of Human Services Organizations*. Boston: Allyn & Bacon.
- Lewis, J., Lewis, M., Packard, T., & Souflee, F. (2001). *Management of Human Services Programs*. Belmont: Brooks/Cole.
- Lohmann, R. & Lohmann, N. (2002). *Social Administration*. New York: Columbia University Press.
- Martin, V. & Henderson, E. (2001). *Managing in Health and Social Care*. New York: Routledge.
- Menefee, D. (1997). Strategic administration of nonprofit human service organizations: A model for executive success in turbulent times. *Administration in Social Work*, 21(2):1-19.
- Neugeboren, B. (1996). *Environmental Practice in the Human Services*. New York: Haworth Press.

- Neugeboren, B. (1991), *Organization, Policy and Practice in the Human Services*. New York: Haworth Press.
- Pfeffer, J. (1992). *Managing With Power: Politics and Influence in Organizations*. Boston: Harvard Business School Press.
- Shafritz, J. & Hyde, A. (1992). *Classics of Public Administration.* Pacific Grove, CA: Brooks/Cole Publishing Co.
- Skidmore, R.A. (1990). *Social Work Administration: Dynamic Management and Human Relationships*. Englewood Cliffs: Prentice Hall.
- Wuenschel, W. (2006). "The Diminishing Role of Social Work Administrators in Social Service Agencies". *Administration in Social Work*, 30(4): pp. 5-18.
- Abzug, R. & Galaskiewicz, J. (2001). Nonprofit boards: Crucibles of expertise or symbols of local identities? *Nonprofit and Voluntary Sector Quarterly*, 30(1): 51-73.
- BoardSource. (2005). *The Source: Twelve Principals of Governance that Power Exceptional Boards*. Washington, DC: BoardSource.
- Gill, M., Flynn, R., Robert, J. & Reissing, E. (2005). "The Governance Self-Assessment Checklist: An Instrument for Assessing Board Effectiveness." *Nonprofit Management and Leadership*, 15 (3): pp. 271-294.
- Inglis, S. (2000). Designing agendas to reflect board roles and responsibilities: Results of a study. *Nonprofit Management and Leadership*, 11(1):65-78.
- Ingraham, R. (2003). *Ten Basic Responsibilities of Nonprofit Boards*. Washington, DC: BoardSource.
- Hoefler, R. (2000). Accountability in action?: Program evaluation in nonprofit human service agencies. *Nonprofit Management and Leadership*, 11(2):167-178.
- Mordock, J.B. (2002). *Managing For Outcomes: A Basic Guide to the Evaluation of Best Practices in the Human Services*. Washington, DC: CWLA Press.
- Schmid, H., (2004). Organization-Environmental Relationships : Theory for Management Practice in Human Service Organizations . *Administration in Social Work* 28 (1) : 97-113.
- Collins, J. (2001). Level 5 Leadership: The triumph of humility and fierce resolve. *Harvard Business Review*, 79(1):66-76.

- Culbertson, R.A. (2000). The changing face of the leader. *Administration and Policy in Mental Health*, 27(5):269-286.
- Dym, B. & Hutson, H. (2005). *Leadership in Nonprofit Organizations: Lessons From the Third Sector*. Thousand Oaks, CA: Sage Publications.
- Gardella, L. & Haynes, K. (2003). *A Dream and A Plan: A Woman's Path to Leadership in the Human Services*. Washington, DC: NASW Press.
- Goffee, R. & Jones, G. (2000). Why should anyone be led by you? *Harvard Business Review*, 78(5):62-70.
- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78(2):78-90.
- Gardella, L. & Haynes, K. (2004). *A Dream and A Plan: A Woman's Path to Leadership in the Human Services*. Washington, DC: NASW Press.
- Kouzes, J. M. & Posner, B.Z. (2006). *A leader's legacy*. San Francisco: Jossey-Bass.
- Kouzes, J.M. & Posner, B.Z. (2007). *The leadership challenge*, 4th edition. San Francisco: Jossey-Bass.
- Kramer, L. & Roderick, M. (2006). "The Great Intimidators." *Harvard Business Review*, 84 (2): pp 88-96.
- Spreier, S., Scott, W., Fontaine, M. & Malloy, R. (2006). "Leadership Run Amok". *Harvard Business Review*, 84 (2):pp 72-82.