Rutgers DSW Program Syllabus

Module Title: A Perspective on Leadership in Higher Education: Exploring Leaderships from Your Standpoint
Instructor:
Residency:
Date:

Module Description: This module offers students the opportunity to hone their approach to leadership in higher education while identifying, holding, and embracing their intersecting identities that shape their standpoint. Students will explore the construct of culture and the system of higher education. Additionally, students will explore their leadership styles that are in harmony with their identities. Furthermore, students will investigate how diversity, equity, and inclusion may influence their roles/potential roles in higher education. Finally, students will engage in case discussions and simulate how they may apply their leadership skills using the Case Study Method.

Module Objectives:
1. Students will articulate how their interacting identities affect the way they experience their leadership in higher education.
2. Students will analyze and critique the culture of higher education and how their positionalities may influence how they practice their leadership skills in higher education.
3. Students will discuss and examine their leadership skills and formulate leadership strategies through case discussions.

Required Readings:
1. Chamorro-Premuzic, T. (2019). *Why do so many incompetent men become leaders?: (And how to fix it)*. Harvard Business Press. Chapter 2 (Confidence disguised as competence) and Chapter 6 (What good leaders look like).

2. . Le, T. V., & Barboza-Wilkes, C. (2022). How the Paradoxical Treatment of Asian Americans as Model Minorities and Perpetual Foreigners Shape Their Burnout Experiences in Local Government. *Public Integrity*, 1-23.

3. Zimmerman, J. (2016). *Campus Politics: What Everyone Needs to Know*. Oxford University Press. Chapter 3 (Diversity and its discontent).

Recommended Readings:
1. Cohen, A. R., & Bradford, D. L. (2011). *Influence without authority*. John Wiley & Sons.

2. Okuda, K. (2018). Learning through meaning making: Applying job crafting in field learning. *Journal of Teaching in Social Work*, *38*(5), 470-485.

3. Humphrey, R. H., Ashforth, B. E., & Diefendorff, J. M. (2015). The bright side of emotional labor. *Journal of Organizational Behavior*, *36*(6), 749-769.

Module Assignment:

1. Please fill out the Identity Inventory (see the next page) and answer all the questions. **<u>For the purpose of this assignment, please do not submit the Identify Inventory. However, please make sure to bring the printed copy to our class.</u>**

2. Please identify **two** of the three readings and discuss the following:
1) What made you select these readings for this assignment?
2) Based on your identity inventory exercise, please pick two identities you found most relevant to the context of the selected reading and discuss how you experienced these readings based on these identities.

The assignment must be typed following the APA style with 2-3 pages. It is due to Canvas on

Identity Inventory

Name: **Date**

Instruction:
This sheet guides the class's exercises. This assignment will not be collected. It is used for your own information:
1. Please write down your identity on the right.
2. Please check one identity that is most significant to you.
3. Please rank all identities in the order that gives you power.
4. Please rank identities in the order that gives you privilege.

√ most significant	Rank Power	Rank Privilege		Identity
			Economic/Socioeconomic class	
			Race	
			Ethnicity	
			Religion	
			Skin Color	
			Language	
			Sexual Orientation	
			Immigration Status	
			Colonization Status	
			Physical Appearance	
			Physical Abilities	
			Age	
			Biological Sex	
			Gender	
			Learning Abilities	
			Educational Attainment (to date)	
			Parental/Caregiver Role	
			Additional Identities (Please list them)	

Adapted from *Self-awareness in a multicultural world* (2002) created by Columbia University School of Social Work.