THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 539 Leadership Skills and Knowledge for Advanced Social Work Practice
(2 credit hours)
Spring 2018
Section No. 006/CRN No. 24937

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Class Time: Zoom sessions will be held 5:30pm-7:00pm CST on Jan. 22; Jan. 29; Feb. 19; Mar. 19; Apr. 16; Apr. 23
Email: sstecke1@utk.edu
Office Hours: 6:30pm-7:00pm on scheduled Zoom class days and by appointment

Code of Conduct
It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement
An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*).

University Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

Disability
If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the dimensions of diversity are understood as the intersectionality of multiple factors including" age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality,

sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. "A person's diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim" (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description
This is a required advanced curriculum course. Organizational management knowledge, leadership skills required in development and management of structure, resources, and cultures of human services delivery systems. Administration financial knowledge and skills in budgeting, resource allocation, marketing, and expenditure control. Issues regarding organizational management change in organizations, communities, and national global contexts.

Course Rationale
This advanced course prepares students for assuming leadership roles in human service and social change delivery systems. Social work managers, coordinators, supervisors, and community practitioners need a working knowledge of contemporary management practices and leadership skills. It is critical that leaders in the human services develop an effective style of leadership and acquire the competence and skills necessary to assist in the management of human services and social change organizations.

Course Competencies
By the completion of this course, the students are expected to be able to demonstrate:

1. Articulate principles of organization, administration, and strategic planning and community change tactics that promote social, economic, and environmental justice, combat discrimination and oppression, and increase access to resources. *8.1, 3.1(Content: Social problem identification and problem-solving strategies; Definition and types of planning; Strategic planning and management; Program design and development; Developing action plans. Meeting strategies; Community assessment protocols; Community interface strategies).*

2. Identify sound management practices related to personnel, resource allocation, information technology, community and organizational assessment, and decision-making that are based on scientific analysis, synthesis of empirical data, evaluation outcomes, and other information. *7.1 (Content: Definitions and functions of management; Management as an evidence-based process; Comparisons of private, non-profit human service organizations and private businesses; Strategies for organizing work activities in organizations; Controlling and influencing staff behavior).*

3. Describe techniques of team-building, collaboration, coordination in organizational and community practice settings, understanding of influences and implications of culture, geography, community, gender, religion, politics, ideology, and other identities and orientations on different world views. 6.1, 2.2 *(Content: Team building; Development of coalitions; Conflict resolution; Task group processes and dynamics; Social work in multi-cultural organizations and communities; Women and other under-represented groups in management; Leadership collaboration in diverse communities).*

4. Demonstrate skills in financial management, resource procurement, expenditure analysis, program design, and marketing for diverse, multi-level client systems, based on practice experience, theory, and research applied using critical thinking skills. *4.1, 4.2, 4.3 (Content: Managing agency budgets and finances; Funding and resources procurement (grant-writing); The imperative of funding source diversification).*

5. Identify theoretical principles of leadership and management, and interdisciplinary teams and define issues, collect data and develop interventions, taking into account different cultural identities and belief systems. 4.1 *(Content: Management theories and their historical origins; Concepts of leadership, organizations, and management; Multi-culturalism and diversity issues in management and program administration; Knowledge and theories of cultures and people of color; Deficit and non-deficit theories/perspectives and implications for macro-practice; Networking; boundary spanning; futuring; task group process and coalition leadership; conflict management; program development; multidisciplinary teamwork).*

6. Articulate core values and ethical standards of the social work profession within diverse management, organizational, and community practice settings by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and additional codes of ethics as appropriate to context. *1.1, 1.4 (Content: NASW and NABSW Code of Ethics; Ethics and values in management and administration; Case studies on ethical dilemmas in leadership; Ethical guidelines for social work managers in organizational settings; The political arena and other environmental influences in leadership).*

7. Assess cultural diversity in organizations and communities, its impact on management, macro-level interventions and resources, and program development. 2.1, *2.2, (Content: Creating and maintaining staff diversity in organizational settings; socio-demographic characteristics, customs and traditions of major ethnic groups in the U.S. and abroad; Equal employment opportunity laws and affirmative action; The Americans with Disabilities Act; Ethnic-sensitive social work practice).*

8. Analyze the organizational, political, economic and cultural factors that influence stability and change applying self-awareness and self-regulation to manage the influence of personal biases and values. 2.3, 9.3 *(Content-Effects of age, race, ethnicity, social and economic class, culture, religion, spirituality, and sexual orientation on service delivery and formulation of ethically sound, empirical, best practice intervention strategies; core components of organizational dynamics and analysis (e.g., culture, structure, power, informal and formal communication, employee relationships and functioning, workplace discrimination, bullying and harassment, assertiveness); assessment and intervention strategies with regard to challenging decision-makers in organizations, communities, and society to be responsive to diverse client needs and assets).*

Grading Values

The following grading scale will be used for final course grade.

Grade	Point range	Standard
A	95-100	Outstanding/Superior – Exceptional performance. Consistently

		exceeds expectations.
B+	90-94	Very Good – Student consistently meets and occasionally exceeds normal expectations for the course.
B	85-89	Good – Student consistently meets normal expectations for the course.
C+	80-84	Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course.
C	70-79	Poor - There is a lack of understanding of course content. Student does not meet course expectations.
F	69 or below	Very Poor – There is a lack of attendance or incomplete or unacceptable assignments. Course expectations are not met.

Course Organization, Requirements, and Expectations

Required Textbooks
Brody, R. & Nair, M. (2014). *Effectively managing human service organizations* (4th ed.). Thousand Oaks, CA: SAGE Publications.

Green, A. & Hauser, J. (2012). *Managing to change the world: The non-profit manager's guide to getting results*. San Francisco, CA: Jossey-Bass A Wiley Imprint

Rath, T. & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow.* New York, NY: GALLUP PRESS.

Course Organization
The course is organized into three sections:

1) Leadership of Self - Investing in your strengths; leadership styles; time management; identifying and working with your limitations;

2) Leadership of Others and Managing Teams - Maximizing your team; why people follow; building influence and motivating people; managing and supervising staff; communication and conflict; assessing and evaluating highly effective teams; strategies for collaboration and coalition building; and

3) Leadership and Management at the Organizational Level within a Community Context – Humanizing the organization; organizational politics; strategic planning; designing and developing programs; action plans and problem solving; ethical dilemmas in management, diversity and cultural competence; evidence-based management and organizational change; ethical and responsible use of agency finances; strategic resource development; preparing effective proposals and seeking funding.

Course Requirements
The course will include both live and recorded lectures, class discussions during Zoom, written assignments, and quizzes. One text and some outside readings are assigned. All outside readings are available on your Canvas course site. Students are expected to complete the readings *PRIOR to CLASS* and should be prepared to discuss them in class. In addition to assigned articles, students are encouraged to read independently from both professional journals and current news. Additional readings may be assigned during the course of the semester.

Students are expected to actively participate in all Zoom classes. Should you need to miss a scheduled Zoom class for any reason, you are responsible for notifying the instructor via email in advance and viewing the recorded Zoom lecture, which will be made available on the course site immediately following the live Zoom.

Students are expected to respond to instructor feedback and/or requests in a timely manner. Failure to respond to instructor requests in a timely and appropriate manner may result in an Academic Committee Meeting.

UT CSW acknowledges students' right to privacy. Therefore, when dealing with personal information either in class or in an assignment, share only to the level at which you are comfortable.

Grade Distribution

Assignment	Value	Related Course Competencies	Dimensions of Competencies
Quizzes	30%	1,2,3,5,6	Knowledge, Values
Leadership Self-Assessment	30%	5-8	Knowledge, Cognitive and Affective Processes, Values
S.W.O.T. Presentation (Group Project)	30%	1-8	Knowledge, Cognitive and Affective Processes, Values
Course Reflection Paper	10%	5, 6, 8	Cognitive and Affective Processes, Values
TOTAL	**100%**		

General Expectations on Graded Assignments
Graduate level work includes an ability to synthesize one's experience and knowledge into an explanation that illuminates theory and an understanding of the course material. The writing of papers is expected to be organized, succinct in conceptualization and syntax, and grammatically correct. Even if you use a word processing program with spell check, proofread your work. Your final paper is expected to be well-written and error-free.

The usage of the **Publication Manual of the American Psychological Association (APA)(6th ed.)** format including the use of headings/subheadings, reference list, and title page is expected to be

used as a guide for writing and citing sources. The APA format will be rigidly evaluated for accuracy, and proper APA style will carry significant weight in all written assignments. Grading criteria for written assignments will include, but not be limited to:

- Adherence to assignment specifications and grading rubric;
- Quality and clarity of writing and organization;
- Comprehensiveness;
- Level of analysis and understanding of course content applied;
- The extent to which course concepts, discussion and readings are reflected in the writing;
- Submission of assignments on the dates specified within the guidelines provided; and
- Extent of adherence to APA writing rules.

Students who have writing concerns or want to improve their writing should consult the University of Tennessee writing center, resources on Blackboard, and/or other writing resources.

Group Work Policy
Be aware, if one group member is not pulling their own weight, not showing up on time or at all for meetings, being difficult to deal with, or simply refusing to do work, then this member will receive an automatic zero for the project. This is a professional program in which my goal is to prepare students to lead an organization. If students are not acting professionally then it brings the whole group down and this simply will not be tolerated here or in the workforce.

Late Assignment Policy
Written assignments are expected to be submitted on their due date. Any assignment <u>NOT submitted</u> on the specified due date is subject to a **penalty of 10% off per day** until the assignment is turned in. **Any assignment that is more than 3 days overdue will not be accepted.** Extension requests are permitted on a case by case basis and only with documentation relating to an extenuating circumstance submitted in advance or within 24 hours of the posted due date and approved by the instructor in writing. Extenuating circumstances include, but are not limited to, loss of close relative, hospitalization, planned medical procedure, etc. Extension requests relating to student error or technological issues will not be considered. **No quizzes will be accepted after 10:59 PM Central on April 27th.**

Details of Graded Assignments

Quizzes (30%)
All quizzes are located on your Canvas course site under the tab "QUIZZES." There are 3 quizzes, which are open book and open note, but you are not permitted to share answers or discuss the quiz with other students. **Sharing answers or helping each other constitutes cheating and will result in disciplinary action**. Each quiz will be timed and you have 1 hour to complete each quiz. <u>Once you open a quiz, you must complete the quiz</u>. The format for quizzes will include multiple-choice and short answer questions covering the content of each unit's readings, online resources (as noted under quiz description), and lectures. Quizzes shall cover all course competencies as outlined in the Grade Distribution table above. More information on the quizzes can be found on the online course site.

Quizzes will be open for the whole semester and you may complete them prior to 10:59pm CST on April 27, 2015. The Course Outline provides a recommended schedule for completing the quizzes in a timely manner. Completing the quizzes on this schedule will ensure you have ongoing

feedback as to how you are doing in this course. <u>You are strongly advised against waiting until the last minute to complete the quizzes.</u>

<u>Leadership Self-Assessment (30%)</u>

The purpose of this assignment is to help you develop an insight into your style of leadership and your inherent strengths as a leader. A central part of this paper should be candid, open examination of how you function as a leader within organizations in which you have participated. <u>Please note</u>: You do not have to be in a managerial or leadership position to be a leader. You should write reflectively using first person language and integrating required readings and other research as appropriate. Your paper should be <u>no more than 7 pages</u> (typewritten, **double-spaced**, Times New Roman, 12-point font) in APA format. **Papers over 7 double-spaced pages will receive a 10% per page deduction on their final grade (title and references pages do not count towards the page limit)**. Papers will be graded based on the instructions and detailed grading rubric provided on the course site.
The Leadership Self-Assessment is due by 10:59pm CST on February 12th.

<u>SWOT Analysis Presentation (30% Group Project)</u>

A key component of social service leadership is to understand the program in which you work and to identify and develop those aspects of the program, which are in need of development. Students will conduct an analysis of the Strengths, Weaknesses, Opportunities and Threats (SWOT) present for a not-for-profit organization within the current economic and political landscape. A SWOT is a key component in implementing solid strategic planning.

In groups of 3-4, students will conduct this analysis and complete a live 15-20 minute presentation via Zoom. Students will be assigned groups for this project at the beginning of the semester. Students are STRONGLY encouraged to obtain necessary information via web based resources, in-person or telephone interviews, organizational material, etc.

One student will be elected or volunteer to serve as the leader of the group. It is expected that over the course of the semester students will experience issues that are commonly experienced in work teams. The team's ability to manage these issues with professionalism and fairness will be evaluated as a part of this assignment. Responsibilities of the group leader include, but are not limited to, communication and scheduling with the instructor, ensuring all deadlines are met and assignment instructions are followed, and ensuring all group members have a fair and equitable workload. <u>All groups will be required to meet with the instructor at least once via Zoom prior to the scheduled group presentation.</u> Each student is also required to submit a group contribution statement, which will be graded as part of the project. Detailed assignment instructions, grading rubric and submission instructions can be found on the online course site.
SWOT Presentations are due on April 16th or 23rd.

<u>Course Reflection Paper (10%)</u>

Throughout the semester students will have an opportunity to identify and practice their strengths and address areas for improvement. Students will write a 3-5 page course reflection paper at the end of the semester. The purpose of this assignment is to provide an opportunity to demonstrate concrete personal and professional lessons learned and develop a plan for applying this learning in current and future social work settings. This assignment reinforces the need for ownership of both your strengths and challenges as a social work leader and will support your future success in the field. Detailed instructions and grading rubric can be found on the Canvas course site.
The Course Reflection Paper is due by 10:59pm CST on April 27th.

Course Outline

Unit	Date	Topic	Required Readings*	Assignments
1	Jan. 22 ***ZOOM***	*Course Introduction* • Review syllabus and online course site • Course guidelines and expectations • Introduction to strengths-based leadership	1) Review course syllabus and Canvas 2) Complete Rath's online strengths based leadership assessment 3) Rath Part One (Investing in your strengths)	**Complete Strengths Based Leadership Self-Assessment and post top 5 strengths on the discussion board**
2	Jan. 29 ***ZOOM***	*Leadership Self-Awareness* • Continuation of strengths-based leadership • Leadership styles and leading organizations • Time management • Concepts of leadership, organizations, and management	1) Brody Chapter 1 (Leading the organization; leadership styles) 2) Rath Part Two (Maximizing your team) 3) Green & Hauser Chapter 10 4) Green & Hauser Chapter 11	
3	Feb. 5	*Leadership, Management, and Ethics* • Definitions and functions of management • Management as an evidence-based process • Management theories and their historical origins • NASW Code of Ethics and case studies on ethical dilemmas in leadership	1) Weinbach Chapter 1 (Defining and describing management) 2) Weinbach Chapter 10 (Leading) 3) Green & Hauser Chapter 1 4) Rath Part Three (Why people follow) 5) NASW Code of Ethics	Quiz #1 Due
4	Feb. 12	*Scheduled Review Day*		**Leadership Self-Assessment Due**
5	Feb. 19 ***ZOOM***	*Motivation, Organizational Management, and Supervision* • Motivating others • Managing and supervising staff • Strategies for organizing work activities within organizations • Controlling and influencing staff behavior	1) Green & Hauser Chapter 6 2) Green & Hauser Chapter 7 3) Green & Hauser Chapter 8 4) Green & Hauser Chapter 12 Supplemental Reading: o Brody Chapter 5 (Managing employees) o Brody Chapter 6 (Supervising staff) o Green & Hauser Chapter 2	
6	Feb. 26	*Team Building, Coalition Leadership, and Collaboration* • Building effective teams • Establishing and leading coalitions • Task group process and coalition leadership • Principles of collaboration • Collaboration in diverse communities	1) Brody Chapter 11 (Team building and coalition building) 2) Green & Hauser Chapter 3 3) Green & Hauser Chapter 4 4) Green & Hauser Chapter 5 Supplemental Reading: o Weinbach, Chapter 5 (Creating and managing	

		Multidisciplinary teamwork • Creating and maintaining staff diversity in organizational settings	staff diversity)	
7	Mar. 5	*Problem Solving, Communication, and Conflict* • Definition and types of planning social problem identification and problem-solving strategies • Meaningfully addressing conflict and disciplinary issues • Assessment and intervention strategies with regard to challenging decision-makers to be responsive to diverse client needs and assets • Political arena and environmental influences in leadership	1) Brody Chapter 4 (Action plans and problem solving) 2) Brody Chapter 10 (Communication and conflict) 3) Green & Hauser Chapter 9	**SWOT Outlines Due** Quiz #2 Due
	Mar. 12	***Spring Break!***		
8	Mar. 19 ***ZOOM***	*Organizational Culture and Politics, Ethics, and Diversity* • Core components of organizational dynamics and analysis • Social work in multi-cultural organizations and communities • Women and other under-represented groups in management • Ethics and values in management and administration • Diversity and ethnic-sensitive social work practice • Relevant employment laws	1) Weinbach, Chapter 2 (The context of human services management) 2) Brody Chapter 17 (Evidence-based management and organizational change) 3) Brody Chapter 18 (Ethical Dilemmas in Management) 4) Brody Chapter 19 (Humanizing the organization)	**SWOT Outlines Due**
9	Mar. 26	*Strategic Planning, Oversight Bodies, and Program Development and Evaluation* • Strategic planning and management • Developing action plans and meeting strategies • Community assessment protocols • Program design and development • Comparisons of private, non-profit human service organizations and private businesses • Perspectives and implications for macro-practice	1) Brody Chapter 2 (Strategic Planning) 2) Brody Chapter 3 (Designing and developing programs)	
10	Apr. 2	*Agency Finances and Resource*	1) Brody Chapter 13 (Agency	Quiz #3 Due

		Development • Managing agency budgets and finances • Ethical guidelines for social work managers in organizational settings • Funding source development • Imperative funding source diversification	finances) 2) Brody Chapter 14 (Strategic resource development) 3) Brody Chapter 15 (Preparing effective proposals) Supplemental Reading: ○ Brody Chapter 16 (Seeking funding)	
11	Apr. 9	*Scheduled Work Day – Presentation Prep*		Group Presentation meetings as scheduled
12	Apr. 16 **ZOOM**	*SWOT Presentations*		**SWOT Presentations Due**
13	Apr. 23 **ZOOM**	*SWOT Presentations*		**SWOT Presentations Due**
	Apr. 27	*End of Semester Evaluation*		**All Quizzes and Course Reflection Paper Due by 10:59pm CST**

Readings not provided in required texts are available on the online course site. Readings noted here may also be supplemented with additional readings and/or online resources (e.g. videos, blogs, podcasts, etc.)