

**THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK**

**SW539 - Leadership Skills and Knowledge for Advanced Social Work Practice
Section 504
2 credit hours
Summer, 2019**

Instructor: Harold Benus, MSW, Ph.D.

Class Time:

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Office Hours: 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, Knoxville Student Disability Services office 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 worldviews. *6.1, 2.2 (Content: Team building; Development of coalitions; Conflict resolution; Task group processes and dynamics; Social work in multicultural organizations and communities; Women and other underrepresented 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 Scale

<u>Grade</u>	<u>Point range</u>	<u>Standard</u>
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	73 -79	Poor: There is a lack of understanding of course content. Student does not meet course expectations.
F	72 or below	Very Poor: There is a lack of attendance or incomplete or unacceptable assignments. Course expectations are not met.

Course Requirements and Expectations

Require Textbooks

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

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

Grade Distribution:

<u>Assignment</u>	<u>Value</u>	<u>Related Course Competencies</u>	<u>Dimensions of Competencies</u>
Workshops	25%	1-8	Knowledge, Cognitive and Affective Processes, Values
Quizzes - 5	25%	1-8	Knowledge, Values

Leadership Self-Assessment	20%	5,8	Knowledge, Cognitive and Affective Processes, Values
SWOT Application Quiz # 6	30%	1-8	Knowledge, Cognitive and Affective Processes, Values
TOTAL	100pts		

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 the S.W.O.T. project grade. Grading criteria for written assignments will include, but not be limited to:

- Adherence to assignment specifications;
- 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 issues or want to improve their writing should consult the University of Tennessee writing center and/or other writing resources.*

Notes regarding grading:

- Written assignments are expected to be submitted on their specific due date. Any assignment NOT submitted on the specified due date is subject to a **penalty of three (3) points per day** until the assignment is turned in. Any assignment that is **more than 7 days overdue will not be accepted.**
- **Five Quizzes** will correspond to the class schedule.

Details of Graded Assignments

Workshops- Each week this class will have leadership critical thinking activities/cases that correspond with the readings and or lectures. Class participation is essential.

Quizzes- The format for quizzes will include questions covering the content of the week's reading and lecture notes. Quizzes shall cover principles of organization, administration, and strategic planning and community change tactics that promote social and economic justice, combat discrimination and oppression, and increase access to resources.

Leadership Self-Assessment Paper (DUE 15 at midnight) 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.

Please note: you do not have to be in a managerial or leadership position to be a leader. You should write in the first person. Paper will be graded based on the outline below. Paper will cover the following sections:

Section I: Strengths Based Leadership Assessment

Goal: To identify and analyze the results of your strengths-based leadership assessment and how you can leverage these strengths across practice settings.

1. What are your top 5 leadership strengths and in which domains do they fall (executing, influencing, relationship building, or strategic thinking)?
2. Do you agree or disagree with the results of the assessment? Why or why not?
3. How have you demonstrated each of these strengths in past or current personal, professional, or educational settings?
 - i. Based on the results of your assessment, identify at least one recommended action per strength that you can employ in a current personal, professional, or educational setting that you have not previously tried or implemented, and provide an explanation for why/how this action step will be helpful in your chosen situation.

Section II: Predominant Leadership Style

Goal: To begin to understand the leadership style most comfortable to the student and analyze methods to broaden the leadership repertoire.

1. What is your predominant leadership Style (directive, participative or delegative)?
2. What are the clear benefits to your using this style?
3. Are there negative side effects to your using this style?
4. Explain how you have successfully used this style using specific examples in work, school, or field...
5. Explain a time when this style (or another style) did not work for the situation in which you used it. Is there another style that would have worked better and why?

Section III: Managerial Limitations (Areas of growth/challenges)

Goal: To understand leadership and character traits that may be problematic.

1. Of the possible managerial limitations or flaws discussed in the readings and class, which do you see yourself manifesting in leadership behavior?
2. How have these limitations influenced your ability to be an effective leader?
3. Are there times when these limitations are useful and necessary? If so, why? If not, why not?

4. Briefly discuss how you intend to address these limitations in an effort to become a better leader, including how can you leverage your identified leadership strengths to address these limitations.

Section IV: Leadership Competencies

Goal: To understand individual strengths as leadership competencies.

1. Of the attributes referred to as emotional intelligence discussed in the reading material and in class, which do you exhibit?
2. Do you see any other skills of leadership presented in Module one that you feel 'fit' and why?
3. Is it within your capacity to strive for other leadership qualities? If so, how will you strive to develop these qualities? If not, what is it that is unattainable for you and how are you going to compensate?
4. Close with a at least three professional development goals and describe a brief plan to work towards those goals

Grading Note- The grading rubric and an example Leadership Self-Assessment for this assignment can be found on Canvas. Your paper should be no more than 7 pages (typewritten, double-spaced, Times New Roman, 12-point font). Your paper will be graded on quality of writing, following of APA guidelines and grading outline, and **integration of the professional literature**. Be sure to proofread and edit your writing.

SWOT Case Application (Group Presentation): You will apply the information you've gathered during the semester and work on a case application and SWOT.

SWOT Analysis and Presentation Group Project - 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 Tennessee not-for-profit organization within the current economic and political landscape.** A SWOT is a key component in implementing solid strategic planning.

Students are **STRONGLY** encouraged to obtain necessary information via web-based resources, in-person or telephone interviews, organizational material, etc.

Students will conduct this analysis in groups of four or five. Students will self-select into groups for this project during week one.

As a group, students will conduct a SWOT analysis based on instructions provided by Brody and through the lecture. Each of the following organizational characteristics must be included in the analysis. (Students may present information in a table or narrative format in the paper.)

1. Social, political, economic, and technological trends
2. Stakeholder expectations
3. Status of the agency's strategic plan
4. Status of client relations

5. Program design and service delivery
6. Management Information Systems
7. Budgeting and financial management
8. Staffing & human resources
9. Leadership
10. Organization culture and change
11. Program Evaluation
12. Quality of working life (e.g. employee relationships and functioning)
13. Manner in which workplace problems are addressed (e.g. discrimination, bullying, and harassment)

For each area, students will comment on key strengths and weaknesses in each section. Note any prior or current efforts to address issues. Use examples to illustrate particularly strong or weak areas.

* An introductory portion of this presentation should describe the organization including the organization's mission, vision, goals, number of employees, annual budget, primary revenue sources and summarize the most pressing issues facing the organization and the strengths present in the organization to see it through current and upcoming challenges.

Considerations for the Presentation Portion-Students will present their SWOT in a dynamic presentation (PowerPoint) to the class.

- * Presentations should be between 20 – 30 minutes long, followed by a Q&A session with your fellow students.
- * Students should be prepared to present in business attire and show enthusiasm.
- * DOs: Interactive, short bullet points, visually engaging examples, overview of the paper, highlights that stood out
- * DON'Ts: reading slides, whole sentences or paragraphs, lack of visuals, not being prepared with what you are going to present, presenting the entire paper
- * In short, is this a presentation you would want to sit through?
- * Points will be deducted for presentations that are not innovative and lack luster.
- * Before the presentation, students will:

- 1) Email a copy of their presentation to the instructor, and a hardcopy of the slides prior to the presentation.

2) Each group member will present a 1-page paper on your experience in working as a team. This paper will be submitted prior to the presentation.

1. What leadership style did your fellow group members possess? What strengths did this group possess and how specifically did you see each of these strengths demonstrated?

2. What weaknesses or limitations did this group possess and how specifically did you see these weaknesses demonstrated?

3. How could this group harness its strengths in order to work on the weaknesses/limitations to improve in the future?

Course Outline

Week One: Tuesday, July 9 - Module One: Leadership Skills & Strengths

- Introductions, review syllabus, assignments, and Canvas site
- **Readings:**
 - Strengths Based Leadership- *complete assessment (code comes with purchase of new book) and read entire book prior start of class.*
 - **Brody- Chapters 1 & 18;** Strengths Based Leadership Book
 - Social worker roles in the organization
 - Social Work Leadership Defined

Leadership Self-Assessment Paper (DUE 15 at midnight)

QUIZ 1 DUE JULY 12 at MIDNIGHT

Week 2: Tuesday, July 16 - Module Two: - Understanding Organizations / SWOT

- **Readings:**
 - Brody Chapter 2
 - How to Write a Mission Statement doc on Canvas
 - SWOT and Understanding Organizations lectures

QUIZ 2 DUE JULY 19 at MIDNIGHT

Week 3: Tuesday, July 23 - Module Three: Supervision and Management Skills:

- **Readings:**
 - Brody Chapters 5, 6, 7 (143-152 & 164-165); and 9; Types of Learners, Effective Feedback for Supervisors; Making the most out of Supervision, Communication Styles – Assertive continuum, Using I messages; Using your micro skills to negotiate in the organization

QUIZ 3 DUE JULY 26 at MIDNIGHT

Week Four: Tuesday, July 30 - Module Four: Managing Teams, & Conflict Resolution

- **Readings:**
 - Brody- Chapters 10 & 11; Steps in Conflict Resolution; Types of Conflict Characteristics of Effective Teams, Types of Teams, Networking
 - Mayer, Bernard. (2013) Conflict Resolution. Encyclopedia of Social Work PDF

QUIZ 4 DUE AUGUST 2 at MIDNIGHT

Week Five: Tuesday, August 6 - Module Five: Ethical Considerations, Self-Care and Humanizing the Organization

- **Readings:**
 - Brody Chapter 19 & 8

QUIZ 5 DUE AUGUST 9 at MIDNIGHT