

THE UNIVERSITY OF TENNESSEE, KNOXVILLE  
COLLEGE OF SOCIAL WORK

SW 539-Leadership Skills and Knowledge for Advanced Social Work Practice  
Section 503  
2 credit hours  
Summer 2019

**Instructor:** Tami Walker, LMSW  
**Class Time:** 7/10/19, 5:30 – 7:00 CT  
7/24/19, 5:30 – 7:00 CT  
**Office Hours:** as requested

**Phone:** 615-496-8501

**Email:** [twalker7@utk.edu](mailto:twalker7@utk.edu)

**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](http://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 foundation curriculum course. Topics covered included organizational management knowledge and 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 and 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*

### **Course Requirements**

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, proof read your work. All work must be cited. The **Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)** is expected to be used as a guide for format, title page, headings/subheadings, in-text citations, and list of references at the end of the paper. The following criteria will be used for all graded assignments:

- Quality and clarity of writing and organization;
- Comprehensiveness;
- The extent to which course concepts, discussion and readings are reflected in the writing; and
- Submission of assignments on the dates specified within the guidelines provided.

All written assignments are expected to be submitted in Canvas on their specific due date. Written assignments should be saved using the student's first initial, last name and an abbreviation for the assignment. For example, the leadership self assessment should be saved as twalker.lead.doc.

Any assignment **NOT submitted** on the specified due date is subject to a **15% per day penalty** until the assignment is turned in. **Any assignment that is more than 3 days overdue will not be accepted without an acceptable reason documented by a third party.**

***UTK 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.***

### **Required Textbooks**

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

Weinbach, R. & Taylor, L. (2015). *The social worker as manager: a practical guide to success*. The Council on Social Work Education (7<sup>th</sup> ed.).

### **Assigned Readings**

Students are expected to complete all assigned readings and demonstrate respect for the beliefs and experiences of others in all course activities and interactions with fellow classmates. Students are also encouraged as they read to bring their reactions and insights to the discussion boards.

### **Online Learning Environment**

A significant part of learning is from the course readings. Students are expected to read all assigned course material. It is expected you will read/study the text, explore Bb modules, participate in discussion forums, complete online quizzes, and interact in the live online meeting. It is expected all students will have an adequate internet connection for these required class activities.

### **Communication**

I will respond to your emails as quickly as possible during the academic week. I will inform the class if I will be unavailable for an extended period of time and provide an out of office response with information about my return. Otherwise, if you have emailed me from your UT email account during the week, and I do not respond within a few days, know that I probably did not receive your message; please resend.

Office hours may be set throughout the session by request from you or as offered by me.

*Please post all questions about the syllabus or a particular assignment in the 'Questions' discussion board and I will respond there. This discussion board will contribute to our collective understanding of the course expectations.*

**Grade Distribution**

<b><u>Assignment</u></b>	<b><u>Value</u></b>	<b><u>Course Competencies</u></b>	<b><u>Dimensions of Competencies</u></b>
<b>Quizzes</b>	20%	1,2,3,5,6,7	Knowledge, Values
<b>Leadership Self-Assessment and Professional Development Plan</b>	30%	6,8	Knowledge, Cognitive and Affective Processes, Values
<b>Group Project</b>	30%	1-5,7	Knowledge, Cognitive and Affective Processes, Values
<b>Discussion Boards</b>	20%	1-8	Knowledge, Cognitive and Affective Processes, Values
<b>TOTAL</b>	<b>100%</b>		

**Grading Scale**

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

- 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-Below) Very Poor – There is a lack of attendance or incomplete assignments. Course expectations are not met.

**Quizzes (20%)**

The format for quizzes will include questions covering the content of the week's reading and lecture notes. Quizzes will be open all semester and may be taken at any time up until August 9<sup>th</sup>. 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.

**Discussion Boards (20%)**

Each week this class will have a discussion board that corresponds with the readings and/or

lectures. Discussions should be engaging, interesting and challenging. Your contributions are vital to whether the class discussions are of good quality. Students who actively engage, one initial and at least two substantive comments throughout the week, will receive full credit. Students who do not actively engage, only participate with 'good post' type of comments and engage only once during the week, will not receive full credit. Discussion boards must be completed within the assigned time frame as they contribute to completion of course competencies.

### **Leadership Self-Assessment (30%) Due July 17.**

The purpose of this assignment is to help you develop an insight into your style of leadership. A central part of this paper should be candid, open examination of how you function as a leader within organizations, which you have participated. Please note: you do not have to be in a managerial position to be a leader. You should write in the first person. Paper will be graded based on the following outline. ***At a minimum, you must use the bolded titles below as headings in APA format.*** You may use additional subheadings as desired.

#### **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.

- a) What are your top 5 leadership strengths and in which domains do they fall (executing, influencing, relationship building, or strategic thinking)?
- b) Do you agree or disagree with the results of the assessment? Why or why not?
- c) How have you demonstrated each of these strengths in past or current personal, professional, or educational settings?
- d) 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.

#### **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.

- a) What is your predominant leadership style (directive, participative or delegative)?
- b) What are the clear benefits to your using this style?
- c) Are there negative side effects to your using this style?
- d) Explain how you have successfully used this style using specific examples.
- e) 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?

#### **III Managerial Limitations or Flaws (Be honest, understanding your flaws is a leadership asset)**

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

- a) Of the possible managerial limitations or flaws discussed in the reading and class, which do you see yourself manifesting in leadership behavior?
- b) How have these flaws influenced your ability to be an effective leader?

- c) Are there times when these limitations are useful and necessary? If so, why? If not, why not?
- d) Briefly discuss how you intend to address these flaws in an effort to become a better leader.

### **III Leadership Competencies**

Goal: To understand individual strengths as leadership competencies.

- a) Of the leadership qualities discussed in the reading material and in class, which do you exhibit?
- b) Is it within your capacity to strive for others? If so, how will you strive to develop these capacities? If not, what is it that is unattainable for you and how are you going to compensate?

*Note:* Your paper should be no more than **5-6 pages** (typewritten, double-spaced, 12-point font, Calibri, Arial or New Times Roman) discussing your leadership style. Your paper will be graded on quality of writing, following of APA guidelines, and integration of the professional literature. Be sure to proof read (for grammar, spelling, punctuation) and edit your writing. **Papers over 6 pages will be deducted 5 point per page.**

### **Group Project**

#### **Building Great Teams Group Project (30%)**

**Part 1: Statement of Need and Logic Model, Due July 28<sup>th</sup>**

**Part 2: SMART goals and Staff Plan, Due August 8<sup>th</sup>**

A key component of leadership and management within social service organizations and communities is to understand the intersectional nature of social work practice. Building on the leadership self-assessment paper, students will work in randomly assigned teams of 4-5 to address personnel and program development processes through the use of a case study based on a real world scenario. The purpose of this group project is to assess students' ability to identify and implement sound management practices related to personnel, resource allocation, information technology, and decision-making that is based on scientific analysis, synthesis of empirical data, evaluation outcomes, and other information. Further, students will demonstrate an understanding of and apply specific techniques of time management, strengths-based team-building, collaboration, and coordination, and consider influences and implications of culture, diversity, and ethical dilemmas within teams and organizations.

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 found in team-based environments. 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.

Information about the group project can be found in the Assignments section of Canvas. You will receive your group assignments at our initial Live Online session, July 10<sup>th</sup>.

***This group assignment is broken down into two work products that are due at different times throughout the session. Due dates can be found above and on the Course Outline. A detailed set of instructions and grading rubric can be found on the Canvas course site. All due dates refer to 11:59pm CST on the scheduled due date. We will discuss this assignment at both of our Live Online sessions.***

### **Group Project 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 whose goal is to prepare students to lead an organization. If students are not acting professionally then it affects the entire group and this just simply will not be tolerated here as it is also not acceptable in the workforce.

### **Course Outline**

#### **Week 1 (July 8-14)**

**Investing in your strengths; leadership styles; time management; identifying and working with your limitations; leadership at all levels; ethical dilemmas in self-managing and the NASW code of ethics.**

- *Live Online July 10, 5:30 – 7:00 CT:* Introductions, review syllabus, assignments, and Canvas site

Reading:

- Strengths Based Leadership- **complete assessment (code comes with purchase of new book) and read entire book prior to the first class.**
- Weinbach and Taylor Chapters 1, 4, 6

Assignments/Activities:

- Review material in Weekly Sessions folder, including all power points.
- Discussion Board 1 Opens and is DUE July 14<sup>th</sup>

#### **Week 2 (July 15 -21)**

**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.**

Reading: Weinbach & Taylor, Chapters 2 ,3, 5 and 13

Assignments/Activities:

- Review material in Weekly Sessions folder, including all power points.
- Discussion Board 2 Opens and is DUE by July 21<sup>st</sup>

- Leadership Self-Assessment is DUE July 15<sup>th</sup>

**Week 3 (July 22 – 28)**

***Leadership within Organizations and Communities: 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; working with a board of trustees.***

Reading: Weinbach & Taylor, Chapters 7 -10

Assignments/Activities:

- Review material in Weekly Sessions folder, including all power points.
- Discussion Board 3 Opens and is DUE by July 28<sup>th</sup>
- Group project Part 1 is DUE by July 28<sup>th</sup>

**Week 4 (July 29 – August 4)**

***Organizational Sustainability: Agency finances; strategic resource development; preparing effective proposals and seeking funding.***

Reading: Weinbach & Taylor, Chapters 11-12 and Brody, Chapters 13 & 15

Assignments/Activities:

- Review material in Weekly Sessions folder, including all power points.
- Discussion Board 4 Opens and is DUE by August 4<sup>th</sup>
- Group project, part 2 is DUE by August 8<sup>th</sup>
- All quizzes are DUE by August 9<sup>th</sup>