

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

**SW 541 – Leadership and Management in the Human Services
Fall, 2002 Tuesday, 12:20-3:20, 209 Henson Hall**

**Instructor: Stan L. Bowie, Ph.D.
Office telephone: (865) 974-3175
E-mail: sbowie@utk.edu Fax: 865-974-4803
Office Hours: Thursday, 11am - 1:30 pm**

Honor Statement

An essential feature of the University of Tennessee, Knoxville, 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* 2002-2003).

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 MSSW Program handbook (www.csw.utk.edu).

Disability Accommodations

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

Course Description

This course focuses on social work management practices and leadership skills required in the development and management of human service delivery systems. It is one of 3 required core courses for management and community practice concentration students. The basic theoretical premise is the ecological perspective that recognizes the interplay between person and environment. It builds on the macro social work practice foundation that focuses on group, organizational, and community theories and strategies for change. Course content includes theories of leadership, communication, conflict, team building, community collaboration, ethics, diversity issues, strategic management, human resource management, and community and organizational development. Prerequisite: Completion of foundation.

Course Rationale

This is a required course in the management and community practice concentration. It 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 Objectives

Upon completion of the course, students will demonstrate through examinations, presentations, class discussions and exercises, written assignments, agency field visits and collaborations and other activities as deemed necessary:

1. Knowledge of contemporary theories of leadership and management.
2. Skill in the application of theoretical principles of leadership and management within human service and social change organizations.
3. The development of an awareness of one's own primary style of leadership including strengths and counterproductive tendencies.
4. Skill in the application and integration of professional values and principles of ethics within community and organizational practice settings.
5. The development of an awareness of cultural diversity and factors affecting vulnerable populations and their impact on management practice and program development.
6. Knowledge and application of sound management practices within the organizational functions of personnel, resource allocation, information technology, and decision making.
7. Skill in the application of principles of strategic planning to assess the organizational and community environment.
8. Skill in the development and application of organizational and community change strategies based on theories of management.
9. The development of an awareness of the interplay between organizational dynamics and community and environmental factors.
10. Assessment skills which utilize the major components of employee relations functions within organizational and community practice settings.
11. Assessment skills of internal and external factors and their impact on organizational and management practice.
12. Skill in the utilization of techniques of team building, collaboration, cooperation, and coordination within organizational and community practice settings.
13. Knowledge of public policies and the design and implementation of programs related to these policies within human service and social change organizations.

Course Requirements

- A. Interactive lectures, class discussions, analyses of selected case studies, and vignettes/simulations produced and videotaped by student groups and viewed by the class.

Required readings from the three primary textbooks are listed in the course outline below. Other books or articles listed in the readings are on reserve in the library. Students are also encouraged to read independently from the professional journals.

Course requirements and corresponding grade percentages are as follows:

Group Video Vignette	40%
Midterm Examination	30%
Final Examination (Take Home)	<u>30%</u>
Total =	100%

Group Video Vignettes

Students will work in groups of 4 -5 individuals to produce a video vignette, or simulation, involving some aspect of leadership and administration in social work. Producing the vignette will require group collaboration on a specific aspect of leadership/administration to (1) develop a script, (2) assign specific roles to be played by group members, and (3) act out those roles as it would occur in the “real world.” The video vignettes will be approximately 45 minutes long, with three basic scenes: one that highlights the administrative/leadership scenario, context, and setting, a second scene depicting events, activities, discussions, and so forth, where the situation is being addressed by management and other appropriate personnel, and a third that demonstrates resolution of the presenting problem or situation. The video tapes will be viewed on the last regular class session (December 3, 2002).

Students will have creative freedom regarding the vignettes, but there will be specific criteria included that will be evaluated for a grade. It is important that the groups begin to work on the vignette immediately after the semester begins. Each group will be required to present a production plan (with time lines) to the instructor by the third class session. Video equipment will be provided by the instructor, as well as logistical support (e.g., use of conference rooms for simulated meetings, etc.). The theme of the vignettes can be one of many administration/leadership topics, including but not limited to, leadership style, conflict resolution, unethical conduct by employees or administrators, cultural diversity, homophobia, sexual harassment in the workplace, recruitment or termination of personnel, employee evaluations,

introduction of and staff resistance to innovative ideas, agency-community relations, problems with a board of directors, dealing with problem employees, violence in the workplace, discrimination against people with disabilities or elderly citizens, managing with current or impending resource constraints, personal problems and how they impact employee performance, and so forth. Students are free to consider topics that are not included on this list, but approval from the instructor is required. Students will receive various leadership/administration case studies for class discussion, and this should further stimulate ideas for the group vignettes. The group assignments will be made on the first day of class and groups will be required to finalize a vignette subject by September 24th.

B. Course Expectations

Students will be expected to (1) complete assigned readings in preparation for each class; (2) attend and actively participate in class discussions, case study analyses, and activities, and; (3) Complete all assignments by the scheduled deadline.

Required Textbooks:

- Brody, R. (2000). *Effectively managing human service organizations* (2nd ed.). Thousand Oaks, CA: Sage.
- Ginsberg, L., & Keyes, P.R. (Eds.). (1995). *New management in human services*. Washington, DC: NASW Press.
- Edwards, R.L., Yankey, J.A., & Aptpeter, M.A. (Eds.). *Skills for effective management of nonprofit organizations*. Washington, DC: NASW Press.

On Reserve in the Hodges Library:

- Berger, R.M., & Kelly, J.J. (1995). Gay men overview. In NASW, *Encyclopedia of social work*, (19th ed), Vol. 2 (pp. 1064-1075). Washington DC: NASW.
- Cox, C.B., & Ephross, P.H. (1998). *Ethnicity in social work practice*. New York: Oxford.
- Devore, W., & Schlesinger, E.G. (1999). Ethnic sensitive macro practice. In *Ethnic sensitive social work practice* (5th ed.). Needham Heights, MA: Allyn & Bacon.
- Harper, K.V., & Lantz, J. (1996). *Cross-cultural practice: Social work with diverse populations*. Chicago: Lyceum.
- Hayden, M.F. (2000). Social policies for people with disabilities. In J. Midgley, M.B. Tracey, & M. Livermore (Eds), *The handbook of social policy* (pp. 277-292). Thousand Oaks, CA: Sage.
- Kettner, P.M., Moroney, R., & Martin, L.M. (1990). *Designing and managing programs: An effectiveness-based approach*.
- Lum, D. (2000). *Social work practice and people of color* (4th ed.). Belmont, CA:

organization”

Ginsberg & Keys

pp. 38-44, “The imperative of professional leadership in public service management”

-----#3, Sept 10 **Strategic planning and action planning
 **Organizational problem-solving
 **Tools for administrative practice

Reading Assignment:

Brody

pp. 39-105, “Strategic planning,”
“Implementing action plans,” and “Problem-solving”

Edwards et al.

pp. 453-468, “Planning and managing strategically”

#4, Sept 17 **Design and implementation of social work programs
 **Tools for administrative practice

Reading Assignment:

Kettner et al.

pp. 13-129, Part II, “Problem analysis/Needs assessment” and Part III, “Planing, designing, and tracking the intervention”

#5, Sept 24 **The political arena and related environmental influences in social work
 Administration
 **Administration video simulation case study and critique
 **Tools for administrative practice

Reading Assignment:

Ginsberg & Keys

pp. 57-71, “The politics of human services administration”
pp. 203-218, “Administering alternative social programs”

#6, Oct 1 **Multi-culturalism, diversity, discrimination, and oppression issues in
 social work administration and service delivery

**Tools for administrative practice

Reading Assignment:

- Brody** pp. 173-181, “Managing diversity,” and
“Harassment in the workplace”
- Ginsberg & Keys** pp. 115-127, “Managing in the new multi-
cultural workplace”
pp. 128-151, “Women and social work
management”
- Edwards et al.** pp. 200-218, “Advancing women in the managerial
ranks”
- Tully** pp. 1591-1604, “Lesbians overview”

#7, Oct 8

**Multi-culturalism, diversity, discrimination, and oppression issues in
social work administration and service delivery (**Continued**)

**Administration video case study and critique

**Tools for administrative practice

Reading Assignment:

- Barger & Kelly** pp. 1064-1075, “Gay men overview”
- Harper & Lantz** pp. 142-156, “Elderly Clients”
- Cox & Ephross,** pp. 101-119, “Ethnicity and social services”
- Lum** pp. 81-113, “Knowledge theory and people of
color,” “Issues in culturally diverse knowledge
theory,” and “Theories of culture”
- Devore & Schlesinger** pp. 261-283, “Ethnic-sensitive practice in the
public sector: From AFDC to TANF”
- Hayden** pp. 277-292, “Social policies for people with

90 - 93	B+
82 - 89	B
79 - 81	C+
72 - 78	C
67 - 71	D
< 67	F

Attendance:

Regular class attendance is considered professional behavior. Students are expected to discuss absences with the instructor. More than 2 unexcused absences may result in the markdown of the final grade by one grade level (e.g. A to B+. etc.). Students are expected to complete and think about assigned readings for preparation for each class section, participate in class discussions and activities using class readings and field and life experience, and complete all assignments on time.

BIBLIOGRAPHY

Alexander Hamilton Institute (1998). *Coaching and counseling: Manager's secrets for*

improving employee performance. Ramsey, NJ: Author

Austin, M.J. & Lowe, J.I. (Eds.) (1994). *Controversial issues in communities and*

organizations. Boston: Allyn and Bacon.

Brager, G. & Holloway, S. (1992). Assessing prospects for organizational change: The uses of

force field analysis. *Administration in Social Work*, 16, 15-28.

Brody, R., & Nair, M.D. (2000). *Macro practice: A generalist approach*.

- Butler, J.K. (1995). *Behaviors, trust, and goal achievement in a win-win negotiating role play*. *Group and Organizational Management*, 20, 486-501.
- Cyert, R.M. (1990). Defining leadership and explicating the process. *Nonprofit Management and Leadership*, 1, 29-37.
- Dabel, G.J. (1998). *Saving money in nonprofit organizations*. San Francisco: Jossey-Bass.
- Drucker, P. (1990). *Managing the nonprofit organization*. New York: HarperCollins.
- Drucker, P. (1999). *Management challenges for the 21st century*. New York: Harper Business.
- Evans, D.S., & Oh, M.Y. (1996). A tailored approach to diversity planning. *Harvard Business Review*, 41, 127-134.
- Goleman, D. (1998). What makes a leader? *Harvard Business Review*, 43, 93-102.
- Gummer, B. (1995). Go team go! The growing importance of teamwork in organizational life. *Administration in social work*, 19, 93-94.
- Haas, R.N. (1994). *The power to persuade*. New York: Houghton Mifflin.
- Hildebrand, K. (1996). Use leadership training to increase diversity. *Harvard Business review*, 41, 53-60.
- Holloway, S., & Brager, G. (1985). Implicit negotiations and organizational practice. *Administration in Social Work*, 9, 15-24.
- Joyaux, S.P. (1997). *Strategic fund development*. Gaithersberg, MD: Aspen.
- Marx, J.D. (1996). Strategic philanthropy: An opportunity for partnership between

- corporations and health/human service agencies. *Administration in Social Work*, 20, 57-73.
- Mattessich, P.W. & Monsey, B.R. (1993). *Collaboration: What makes it work*. St. Paul, MN: Wilder research.
- Nuehring, E.M. (1979). Preventive activity and interorganizational factors: A survey of 30 community mental centers. *Journal of Social Service Research*, 285-300.
- Oliner, P.M. & Oliner, S.P. (1995). *Toward a Caring Society: Ideas into Action*. Westport, CN: Praeger.
- Otoole, R. & Otoole, A.W. (1981). Negotiating interorganizational orders. *Sociological Quarterly*, 22, 29-41.
- Patti, R.J., Poetner, J. & Rapp, C.A. (Fall/Winter 1987). Managing for service effectiveness in social welfare organizations. *Administration in Social Work* (entire issue), 11
- Pileggi, A., & Hickey, D.T. (1991). Incentive pay plans. *Nonprofit management strategies*, 6, 1-3.
- Richardson, M., West, M.A., Day, P., Stuart, S., & Cahn, K. (Summer 1989). Coordinating services by design. *Public Welfare*, 47(3), 30-36.
- Rothman, J. & Thyer, B.A. (June 1984). Behavioral social work in community and organizational settings. *Journal of Sociology and Social Welfare*, 11, 294-326.
- Specht, H. & Courtney, M.E. (1994). *Unfaithful angels*. New York: Free Press.
- Teal, T. (1996). The human side of management. *Harvard Business Review*, 74, 35-44.

- Thomas, R.R. (1991). *Beyond race and gender: Unleashing the power of your total workforce by managing diversity*. New York: AMACOM.
- Tropman, J.E. (1996). *Making Meetings Work: Achieving High Quality Group Decisions*. Thousand Oaks, CA: Sage.
- Wardell, P.J. (1988). The implications of changing inter-organizational relationships and resource constraints for human services survival: A case study. *Administration in Social Work, 12*, 89-105.
- Weil, M. (Winter 1982). Community organization curriculum development in services for families and children: Bridging the micro-macro practice gap. *Social Development Issues, 6*(3), 40-54.
- Winer, M., & Roy, K. (1997). *Collaboration handbook*. St Paul, MN: Amhearst M. Wilder Foundation.
- Zald, M.N. (1995). Organizations: Organizations as polities: An analysis of community organization agencies. In J. Rothman, J.L. Erlich, & J.E. Tropman (Eds.), *Strategies of community intervention* (pp. 129-139), Itasca, IL: F.E. Peacock Publishers, Inc.