

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

SW541– Leadership and Management in the Human Services
Course Outline
Fall 2006

Tuesday, 12:20 - 3:40 PM
Room 206 Henson Hall

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Office Hours: Thursday, 11:15 AM - 1:30 PM

INSTRUCTOR EXPECTATIONS OF STUDENTS:

- Demonstrated growth, development, and maturation in critical thinking capacity as it relates to the social work profession, social welfare institutions, including public and private human service organizations, and current national and international events related to social work macro practice and management;
- Demonstrated ability to effectively work in teams to in order to complete a sophisticated, challenging, and comprehensive Strategic Plan in an incremental and timely manner; and,
- Students are expected to (1) complete assigned readings in preparation for each class; (2) attend all classes and actively participate in class discussions, case study analyses, and activities; and, (3) Complete all assignments by the scheduled deadlines.

Course Requirements

Required readings from the two 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 and scholarly journals and books on leadership and management in the human services. The bibliography attached to the syllabus includes supplemental literature that is current and will enhance the student knowledge level if utilized.

CLASS REQUIREMENTS, ASSIGNMENTS, AND GRADING:

The final grade in the class will be based upon the following criterion and their corresponding grade percentages:

<u>Event</u>	<u>% of Grade</u>	<u>Date</u>
Exam I	25%	September 26
Exam II	25%	November 14

Final Exam (Take-home)	40%	Receive 11/ 7, Due Dec 8
Peer Review Evaluation	10%	December 8

Total = 100%

Examinations I and II (25% each of final grade):

The in-class examinations will be administered on September 26 and November 14. Both examinations will be exercises in integrative and critical thinking on specific leadership and management content covered in the course. Students will be provided with comprehensive hypothetical scenarios (based on factual, “real world” situations) that they will be required to respond to. Students will be required to provide written essay responses to the questions, based on the information provided in the scenario. Students will also be required to demonstrate mastery of course content by incorporating it into responses, where appropriate.

Final Take Home Exam (40% of final grade):

For the final Examination, students will work in teams of approximately four (4) individuals to develop a comprehensive Strategic and Operational Plan for a hypothetical leadership and management case scenario that will be provided. In addition, students will have to provide responses and discussion regarding issues of leadership style, communication, political influences, conflicts, resolution of the conflicts, team-building, community collaboration, ethics, multi-cultural awareness and diversity issues, and so forth. Students are discouraged from submitting papers that exceed 65 pages. More information will be provided on the exams at the appropriate time during the semester.

Peer Review Evaluation Group Members (10% of final grade):

The instructor will make a deliberate effort to encourage self-criticism and will emphasize the need to develop social work macro practitioners who are committed to continuous development of professional self. With that goal in mind, all team members will be accountable to their peers in terms of handling their tasks, duties, and responsibilities related to the Final Exam paper. At the end of the semester, each team member will conduct an anonymous Peer Review Evaluation Rating of other team members that addresses the following:

- Extent of participation at group meetings, including attendance and punctuality;
- Extent of active involvement in planning and completing the Final Exam term paper; and,
- Extent that member handled their overall responsibilities (i.e., “carried their weight”) with both the Final Exam term Paper in a responsible and productive manner.

Assignment/Exam “Make-Up” Policy:

If an assignment is not completed by the deadline date, or an examination is missed, the grade will be recorded as a “0” grade (no points). Make up examinations or assignment extensions will only be given in cases of verifiable emergencies. If there are extenuating circumstances, the instructor must be notified prior to the date of an examination or the due date of an assignment. Be prepared to

verify any emergency in writing, and possibly back-up verification, if requested.

Leadership Video-Simulations *

An integral and innovative aspect of this course involves the utilization and analysis of “Leadership Video-Simulations.” The Video-Simulations are 30-45 minute theatrical (“movie”) productions by previous MCP students that examine specific aspects of leadership and administration in social work practice. The Video-Simulations directly and indirectly highlight many “real world” scenarios faced by social work practitioners in administrative and leadership roles. All Leadership Video-Simulations have three basic scenes: (1) The administrative/leadership scenario, context, and setting; (2) Events, activities, discussions, and deliberations where the situation is being addressed by management and other appropriate personnel; and (3) Final scenes that depict resolution of the presenting problem or situation.

The following are titles of the Video-Simulations and the leadership and administration issues that they address:

<u>Video-Simulation Title</u>	<u>Leadership and Administration Issues Addressed</u>
“Diversification of Justice”	Affirmative action, staff conflict, sexual harassment, sexual orientation, promotions and terminations, cultural diversity.
“From a Distance”	Organizational change, organizational culture, problem-solving, administration/staff communication, staff conflict, supervision, staff morale, leadership styles, decision-making, administration proximity to staff.
“The Not-so-P.C., P.C.”	Sexual harassment, supervision, ethics, staff conflict, grievance procedures, personnel policies.
“Insurance Coverage for Gay Partners”	Organizational culture, organizational change, employee health benefits for domestic partners, HMO policies, ethics, HIV/AIDS, homophobia, gay rights, discrimination, staff/Board interface, staffing, personnel policies, religious opposition.
“Supervision Breakdown”	Staff meetings, supervision, case files, record integrity, ethics, external monitoring and agency audits, sexual harassment, employee evaluations.

*The instructor gratefully acknowledges the students from the classes of 2001, 2002, and 2003 who worked so very hard to create and produce the outstanding, creative Video-Simulations that University of Tennessee social work students will enjoy, benefit, and learn from for many years to come.

Directed Integrative Class Discussions

The Leadership Video-Simulations will be the focus of directed class discussions that are designed to integrate course content with the theatrical presentations and stimulate critical thinking. In addition to addressing the variety of leadership and administrative issues apparent in the Video-Simulations, the

class discussions will focus on applicable leadership and management theories, the presence or absence of professional values and ethical principles in the simulated organizational environments, and the complex organizational dynamics that were evident.

Required Textbook:

Brody, R. (2005). *Effectively managing human service organizations* (3rd ed.) Thousand Oaks, CA: Sage.

Taylor, S.H. (n.d.). "The case of Dr. Breeze and the San Marcos community mental health center."

Additional recommended readings:

Ginsberg, L., & Keyes, P.R. (Eds.). (1995). *New management in human services*. Washington, DC: NASW Press.

Note: The textbook and reserve reading content will be supplemented to a significant degree with Power Point class presentations by the instructor. The Power Point slides will include content from assigned reading, as well as current scholarly literature and research on social welfare institutions and structure. The Power Point slides will be provided to the class electronically and students are responsible for knowing the information.

Supplemental readings (Recommended)**

Austin, M.J., & Hopkins, K.M. (Eds.)(2005). *Supervision as collaboration in the human services: Building a learning culture*. Thousand Oaks, CA: Sage.

Edwards, R.L., Yankey, J.A., & Apteter, M.A. (Eds.)(1998). *Skills for effective management of nonprofit organizations*. Washington, DC: NASW Press.

Kettner, P.M. (2002). *Achieving excellence in the management of human service organizations*. Boston: Allyn and Bacon.

Meehaghan, T.M., & Gibbons, W.E. (2000). *Generalist practice in larger settings: Knowledge and skill concepts*. Chicago: Lyceum.

Tsui, M. (2005). *Social work supervision: Contexts and concepts*. Thousand Oaks, CA: Sage.

Weinbach, R.W. (2003). *The social worker as manager: A practical guide to success* (4th ed.). Boston: Allyn and Bacon.

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.

Lum, D. (2000). *Social work practice and people of color* (4th ed.). Belmont, CA: Wadsworth.

Meenaghan, T.M., & Gibbons, W.E. (2000). *Generalist practice in larger settings: Knowledge and skill concepts*. Chicago: Lyceum.

Tully, C.T. (1995). Lesbians overview. In NASW, *Encyclopedia of social work*, (19th ed), Vol. 2 (pp. 1591-1604). Washington DC: NASW.

Semester Timetable, Weekly Topics, and Reading Assignments

WEEK MAJOR DISCUSSION TOPICS ()**

#1, Aug 29 **Introduction to course
**Review of syllabus, course format, major assignments
**Professional challenges for administrators and managers in social work

#2, Sept 5 **Leadership in an organizational context
**Theories and concepts of leadership and administration
**Leadership characteristics, skills and styles
**Organizational culture and values

Required Reading:

Brody pp. 1-19, "leading the organization"

Recommended:

Meenaghan & Gibbons pp. 23-34, "Working with organizations"
pp. 125-130, "Being a leader"

Ginsberg & Keys pp. 38-44, "The imperative of professional leadership in public service management"

#3, Sept 12 **Leadership in an organizational context, cont.
**Theories and concepts of leadership and administration, cont.
**Leadership characteristics, skills and styles, cont.
**Organizational culture and values, cont.

#4, Sept 19 **The political arena and related environmental influences in social work administration

Leadership Video-Simulation: The Good, the Bad, and the Ugly" (2001)

Recommended reading:

Ginsberg & Keys pp. 57-71, "The politics of human services administration"
pp. 203-218, "Administering alternative social programs"

Required reading:

Brody pp. 20-38, 58-96, "Strategic planning," "Implementing action plans," and "Problem-solving"

Recommended:

Edwards et al. pp. 453-468, "Planning and managing strategically"

#9, Oct 24 **Strategic Planning, Continued
**Strategies for enhancing employee productivity

Required reading:

Brody pp. 97-150, "Time management," "Finding and keeping productive employees," "Managing employment challenges"

#10, Oct 31 **Staff recruitment, supervision, evaluation, and reward strategies

Leadership Video-Simulation: "Supervision Breakdown" (2000)

Required reading:

Brody pp. 172-221, "Supervising staff," "Appraising and compensating staff performance."

Recommended:

Edwards et al. pp. 155-184, "Recruiting and selecting effective employees"
pp. 262-278, "Dismissing problem employees"

#11, Nov 7 **Team-building and development of coalitions
**Enhancing communication and minimizing conflict in organizations

*** Students receive Take-Home Final Exams Today ***

Required reading:

Brody pp. 384-401, "Team-building and coalition-building"

Recommended:

Edwards et al. pp. 185-199, "Designing and sustaining meaningful organizational teams"

#12, Nov 14 *** Examination II ***

#13, Nov 21 **Administration and “front line” staff interactions

Leadership Video-Simulation: “The Not-so-P.C., P.C.” (2000)

Required reading:

Brody pp. 345-383, “Making meetings productive” and “Improving communication and handling conflict”

#14, Nov 28 **Working effectively with a non-profit agency Board of Directors

Required reading:

Brody pp. 402-424, “Working with a board of trustees”

Recommended:

Edwards et al. pp. 425-452, “Strengthening Board performance”

#15, Dec 5 **Final Regular Class

**Wrap-Up

**Course Evaluations

***** Take Home Finals Due on Friday, December 8, 2006 *****

COURSE GRADING:

The grading scale used for the course is:

99 - 100	A+
94 - 98	A
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 un-excused 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, field and life experience, and complete all assignments on time.

BIBLIOGRAPHY

- Austin, M.J. (2003). Managing out: The community practice dimension of effective agency management. *Journal of Community Practice, 10*(4), 33-48.
- Austin, M.J., & Hopkins, K.M. (Eds.)(2005). *Supervision as collaboration in the human services: Building a learning culture*. Thousand Oaks, CA: Sage.
- Bargal, D. (2000). The manager as leader. In R.J. Patti (Ed.), *The handbook of social welfare management* (pp. 303-319). Thousand oaks, CA: Sage.
- Bailey, D., & Koney, K. M. (2000). *Strategic alliances among health and human services organizations*. Thousand Oaks, CA: Sage.
- Bianco-Mathis, V.E., Nabors, L.K., & Roman, C.H. (2002). *Leading from the Inside out: A coaching model*. Thousand Oaks, CA: Sage.
- Bies, A. (2002). Accountability, organizational capacity and continuous improvement: Findings from Minnesota's nonprofit sector. In P. Barber (Ed.), *New directions in philanthropy* (pp. 51-80). Thousand Oaks, CA: Sage.
- Briggs, H.E., & Rzepnicki, T.L. (2004). *Using evidence in social work practice: Behavioral perspectives*. Chicago: Lyceum.
- Brody, R., & Nair, M.D. (2003). *Macro practice: A generalist approach* (6th ed.). Wheaton, IL: Gregory Publishing.
- Bruce, E.J., & Austin, M.J. (2000). Social work supervision: Assessing the past and mapping the future. *The Clinical Supervisor, 19*(2), 85-107.
- Cascella, V. (2001). Three keys for translating strategy into action. *Journal of Organizational Excellence, 21*(1), 65-71.
- Cheung, F.C.H., & Tsui, M.S. (2002). A wake-up call to the social work profession. *Families in Society, 83*(2), 123-124.
- Clarke, J., Gewirtz, S., & Mclaughlin, E. (Eds.)(2000). *New managerialism, new welfare?* Thousand Oaks, CA: Sage.
- Drinka, T., & Clark, P. (2000). *Health and teamwork: Interdisciplinary practice and teaching*. Westport, CT: Auburn House.
- Dubrow, A., Wocher, D., & Austin, M.J. (2001). Introducing organizational development (OD) practices into a county human services agency. *Administration in Social Work, 25*(4), 63-83.
- Edwards, R.L., Yankey, J.A., & Aptpeter, M.A. (Eds.). *Skills for effective management of nonprofit organizations*. Washington, DC: NASW Press.
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- Gibelman, M., & Schervish, P.H. (1997). Supervision in social work: Characteristics and trends in a changing environment. *The Clinical Supervisor, 16*(12), 1-15.
- Goetz, E.G. (2003). *Clearing the way: Deconcentrating the poor in urban America*. Washington, DC: Urban Institute.
- Hawkins, P., & Shohet, R. (2000). *Supervision in the helping professions* (2nd ed.). Philadelphia, PA: Open University Press.
- Hopkins, K. (2001). Manager intervention with troubled supervisors: Help and support starts at the top. *Management Communication Quarterly, 15*(1), 83-99.
- Hughes, L., & Pengelly, P. (1997). *Staff supervision in a turbulent environment: Managing process and task in front-line services*. London: Jessica Kingsley.
- Kadushin, A., & Harkness, D. (2002). *Supervision in social work* (4th ed.). New York: Columbia University Press.
- Kelly, M.J. (2001). Management mentoring in a social service organization. *Administration in Social Work, 25*(1), 17-33.
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- reform*. Washington, DC: Urban Institute.
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- Menefee, D. (2000). What managers do and why they do it. In R.J. Patti (Ed.), *Handbook of social welfare administration* (pp. 247-266). Thousand Oaks, CA: Sage.
- O'Hare, T. (2005). *Evidence-based practices for social workers: An interdisciplinary approach*. Chicago: Lyceum.
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- Proehl, R. (2001). *Organization change in the human services*. Thousand Oaks, CA: Sage.
- Rae, A., & Nicholas-Wolosuk, W. (2003). *Changing agency policy: An incremental approach*. Boston: Allyn and Bacon.
- Shafritz, J.M., & Ott, J.S. (1996). *Classics of organizational theory* (4th ed.). New York: Harcourt Brace.
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- Uhl-Bien, M., & Marion, R. (2001). Leadership in complex organizations. *Leadership Quarterly*, 12, 389-418.
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