

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

**SW 539- Leadership Skills and Knowledge for Advanced Social Work Practice
(2 credit hours)
Spring 2008**

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Class Time: Wednesday, 8:30 am to 12:30 pm **Email:** lfoels@utk.edu
Wednesday (on-line)
Office Hours: Wednesday, 3:00 to 4:00 pm and by appointment. **Office:** Room 280

Prerequisite(s): 510, 512, 513, 517, 519, 522, 538.

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.utk.csw.edu)

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*, 2007).

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 191 Hoskins Library (865-974-6087). This will ensure that you are properly registered for services.

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 (through course activities, assignments, and/or exams):

1. Articulate 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 (Pops at-Risk & SJ- C.1; Diversity C.1; Policy C.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, and decision-making that is based on scientific analysis, synthesis of empirical data, evaluation outcomes, and other information (Practice C.2; CT/EBP C.3; Pops at-Risk & SJ- C.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, and understanding of influences and implications of culture, geography, community, gender, religion, politics, ideology, and other identities and orientations on different world views (Pops at-Risk & SJ- C.2; Diversity- C.4). (*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 (Diversity C.1; Policy C.2). (*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 (Practice C.3; EBP C.4; Diversity, C.2). (*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 (Values/ ethics C.1). (*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 (Diversity C.2; Policy C.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. (Policy C.4; Values/Ethics C.4; Diversity- C.2, C.4) (*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*).

Required Textbooks

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

Weinbach, R. W. (2008). *The social worker as manager: A practical guide to success* (5th ed.). Boston, MA: Pearson Education, Inc.

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. The usage of the **Publication Manual of the American Psychological Association (5th 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 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.

1. Assigned Readings, Activities, and Attendance

Students are expected to complete all readings assigned by the instructor before attending class; participate in all on-line and in class discussions; and demonstrate respect for all beliefs and experiences of others in all course activities and interactions with fellow students. Students are also encouraged as they read and as they work in the field to bring their reactions and questions to class for discussion. The format for activities will be performed in class related to the course readings and lectures in small group exercises.

Regular attendance is essential. Students are expected to be on time and attend all class sessions. In the case of a medical or personal emergency, students should make reasonable effort to contact the instructor in advance via e-mail or voice mail. Students will only be excused for documented emergencies. Unexcused absences from the course and chronic lateness will result in reduction of the final grade by one grade level.

All class 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 two (2) points per day** until the assignment is turned in. **Any assignment that is more than 7 days overdue will not be accepted.**

2. Assignments

Quizzes and/or Leadership Activities

A number of quizzes and/or activities will be given throughout the semester on dates and times determined by the instructor. The format for these quizzes will include objective and short answer questions covering the content from the week's readings and lecture notes. The format for activities will include activities related to the course content. Make up quizzes will only be given for documented emergencies.

Organizational Analysis; Due Weeks 2 (3/12/2008), 6 (4/9/2008), and 8 (4/23/2008)

The purpose of this assignment is to understand and analyze various aspects of an organization. This 3 part assignment provides students with an opportunity to conduct an organization review and/or in-depth interviews in order to identify and develop those aspects of the organization in need of development. Students may use their field placement or place of employment (previous or current). Papers should include a review of the organization, an environmental assessment, identification of critical issues facing the organization, and formulation of a detailed strategic plan with action plan for one critical issue facing the organization. Additional information regarding the guidelines for completing this assignment will be available on the class website.

Leadership Appraisal; Due Week 4 (3/26/2008)

The purpose of this assignment is to delineate views about leadership and attributes of leaders. Students will be asked to conduct in-depth interviews with each of the following

individuals: a supervisor/administrator, human resource supervisor, and budget/accounting personnel. Students may use current or previous supervisors/personnel at their place of employment or field placement as their interviewee.

Students will write a paper that analyzes the leadership roles of two of their interviewees. Papers should include a summation report of the leader's opinions and the students' assessment based on theories of leadership. Additional information regarding the guidelines for completing this written assignment will be discussed in class and available on the course website.

Grade Distribution

Quizzes and/or Leadership Activities	30 points
Organization Analysis	50 points
Leadership Appraisal	<u>20 points</u>
Total	100 points

**Due dates are noted on each assignment as well as the attached course schedule.

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.

Course Outline

Week 1 (3/5/2008) Overview of course. Review syllabus, discussion of assignments, blackboard and in-class activities, and library reserve information.

Lecture **Introduction to organization management and leadership skills**
 Social problem identification and problem-solving strategies definition and types of planning; definitions and functions of management; management as an evidence-based process; concepts of leadership, organizations, and management; management theories and their historical

origins; task group process and coalition leadership; NASW and NABSW Code of Ethics and 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

Required Readings

Brody, Chapter 1, Leading the Organization
Chapter 5, Problem solving

Lawler, J. (2007). Leadership in social work: A case of caveat emptor? *British Journal of Social Work*, 37, 123-141.

Supplemental Readings

Weinbach, Chapter 3, Historic origins of current approaches

Patti, Chapter 1, The landscape of social welfare management
Chapter 2, Social work and social welfare administration: A historical perspective
Chapter 3, The environmental context of social welfare administration

Week 2 (3/12/2008) Art and Science of Leadership

Lecture Community interface strategies; strategies for organizing work activities in organizations; team building; developing coalitions; task group processes and dynamics; leadership collaboration in diverse communities; networking; boundary spanning; futuring; multidisciplinary teamwork; case studies on ethical dilemmas in leadership; assessment and intervention strategies with regard to challenging decision-makers in organizations, communities, and society to be responsive to diverse client needs and assets; and the political arena and environmental influences in leadership.

Required Readings

Weinbach, Chapter 1, Defining and describing management
Chapter 10, Leading

Supplemental Readings

Brody, Chapter 10, Supervising Staff

Patti, Chapter 9, Motivating work performance in social services
Chapter 12, What managers do and why they do it
Chapter 15, The manager as leader

Sivanathan, N., Arnold, K.A., Turner, N. & Barling, J. (2004). Leading Well: Transformational Leadership and Well-Being. In P.A. Linley & S. Joseph *Positive Psychology in Practice*, (pp. 241-255). Hoboken, NJ: John Wiley & Sons, Inc.

Week 3 (3/19/2008) Human service delivery systems: Structure and cultures

Lecture Program design and development; comparisons of private, non-profit human service organizations and private businesses; deficit and non-deficit theories/perspectives and implications for macro-practice; program development; and 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).

Required Readings

Brody (2005) Chapter 3, Design and developing consumer-oriented programs

Packard, T. (2000). The management audit as a teaching tool in social work administration. *Journal of Social Work Education*, 36, 39-52.

Supplemental Readings

Weinbech, Chapter 2, The context of human service management
Chapter 4, Planning

Patti, Chapter 6, Structural and fiscal characteristics of social service agencies
Chapter 7, Agency-environment relations: Understanding Task Environments
Chapter 8, Organizational structure and performance

Week 4 (3/26/2008) Human service delivery systems: Ethics and diversity

Lecture Social work in multi-cultural organizations and communities; women and other under-represented groups in management; multi-culturalism and diversity issues in management and program administration; knowledge and theories of cultures and people of color; ethics and values in management and administration; ethical guidelines for social work managers in organizational settings; socio-demographic characteristics; customs and traditions of major ethnic groups in the U.S. and abroad; and ethnic-sensitive social work practice

Required Readings

Weinbach, Chapter 5, Creating and managing staff diversity

Bisman, C. (2004). Social Work Values: The Moral Core of the Profession. *British Journal of Social Work*, 34, 109-123.

Eagly, A.H., Johannesen-Schmidr, M.C. & van Engen, M.L. (2003). Transformational, transactional, and laissez-faire leadership styles: A meta-analysis comparing women and men. *Psychological Bulletin*. 129, 569-591

Supplemental Readings

Patti, Chapter 4, Administrative ethics

Chapter 21, Managing for diversity and empowerment in social services

Week 5 (4/2/2008) Human service delivery systems: Human resource management

Lecture Strategies for organizing work activities in organizations; controlling and influencing staff behavior; multi-culturalism and diversity issues in management and program administration; deficit and non-deficit theories/perspectives and implications for macro-practice; task group process and coalition leadership; conflict management; multidisciplinary teamwork; creating and maintaining staff diversity in organizational settings; equal employment opportunity laws and affirmative action; and The Americans with Disabilities Act

Required Readings

Brody, Chapter 7, Finding and keeping productive employees

Chapter 8, Managing employment challenges

Chapter 10, Supervising staff

Supplemental Readings

Brody, Chapter 11, Appraising and compensation performance

Patti, Chapter 11, The individual in the organization: The impact of human service workers' attributes on job response

Chapter 13, Managing for social outcomes: The critical role of information

Weinbach, Chapter 7, Staff performance evaluations and personnel actions

Chapter 8, Organizing

Chapter 9, Controlling

Week 6 (4/9/2008) Financial knowledge and skills

Lecture Managing agency budgets and finances; funding and resources procurement (grant-writing); and funding source diversification.

Required Readings

Brody, Chapter 12, Managing agency finances

Chapter 13, Strategic development I

Chapter 14, Strategic development II

Chapter 15, Preparing effective proposals

Chapter 16, Seeking Funding

Supplemental Readings

Patti, Chapter 19, Financial management

Chapter 18, Manager as resource developer

Week 7 (4/16/2008) NO Class Spring Break.

Week 8 (4/23/2008) Innovation and managing change

Lecture Strategic planning and management; developing action plans; meeting strategies; community assessment protocols; leadership collaboration in diverse communities; social problem identification and problem-solving strategies; program design and development;

Required Readings

Brody, Chapter 18, Improving communications and handling conflicts
Chapter 19, Team building and coalition building
Chapter 20, working with board of trustees

Supplemental Readings

Brody, Chapter 2, Strategic planning proposals
Chapter 4, Implementing actions plans

Patti, Chapter 22, Initiating and implementing change

Weinbach, Chapter 11, Other Important Management Tasks

Additional Resources

As professional social workers it is our responsibility to continually grow and develop through professional study. The following represents **SOME** of the many additional reading material you can use in this valuable pursuit.

Gender and Diversity Issues

Daly, A., (Ed.) (1998). *Workplace diversity: Issues & perspectives*. Washington, D.C.: NASW Press.

Igelhart, A. (2000). Managing for diversity and empowerment in social services. In Patti, R. (Ed.), *The handbook of social welfare management*. Thousand Oaks, CA: Sage Publications.

Mor Barak, M. E., Findler, L., & Wind, L. H. (2001). Diversity, inclusion, and commitment to organizations: International empirical explorations. *Journal of Behavioral and Applied Management*, 2(2), 70-91.

Mor Barak, M. E. (2000). Beyond affirmative action: Toward a model of diversity and organizational inclusion. In M. E. Mor Barak & D. Bargal (Eds.), *Social services in the workplace: Repositioning occupational social work in the new millennium* (pp. 47-68). New York: The Haworth Press, Inc.

Poverny, L. (2000). Employee assistance practice with sexual minorities. *Administration in social work*, 23 (3/4). 69-91.

Singer, T. (1995). Sexual harassment. In R. Edwards (Ed.), *Encyclopedia of social work* (19th ed., pp. 2148-2157). Washington, DC: NASW Press.

Planning and Strategy

Allison, M. & Kaye, J. (2005). *Strategic Planning for Nonprofit Organizations*, 2nded. New York: John Wiley & Sons. .

Brinckerhoff, P. (2000). *Social entrepreneurship: The art of mission-based venture development*. New York: John Wiley & Sons.

Bryson, J. (2004). *Strategic Planning for Public and Nonprofit Organizations* (3rd ed). San Francisco: Jossey-Bass, Inc.

Dees, G., Emerson, J. & Economy, P. (2001). *Enterprising nonprofits: A toolkit for social entrepreneurs*. New York: John Wiley & Sons.

Dees G., Emerson, J. & Economy, P., Eds. (2002). *Strategic tools for social entrepreneurs: Enhancing the performance of your enterprising nonprofit*. New York, NY: John Wiley & Sons.

Kaplan, R. & Norton, D. (2001). *The strategy-focused organization: How balanced scorecard companies thrive in the new business environment*. Boston: Harvard Business School Press.

Oster, S., Massarsky, C., & Beinhacker, S., Eds. (2004). *Generating and sustaining nonprofit earned income: A guide to successful enterprise strategies*. San Francisco: Jossey-Bass.

Nonprofit and Public Sector Marketing

Brinckerhoff, P. (1998). *Mission-based marketing*. San Francisco: Jossey-Bass.

Ewing, M., Ed. (2001). *Social Marketing*. New York: The Haworth Press.

Herron, D. (1997). *Marketing nonprofit programs and services*. San Francisco: Jossey-Bass.

Kotler, P. & Andreasen, A. (2003). *Strategic Marketing for Non Profit Organizations* (6th Edition). Upper Saddle River, NJ: Prentice Hall.

Stern, G. (2001). *Marketing workbook for nonprofit organizations. Volume I: develop the plan*. St. Paul: Amherst Wilder Foundation.

Stern, G. (2001). *Marketing workbook for nonprofit organizations. Volume II: mobilize people for marketing success*. St. Paul: Amherst Wilder Foundation.

Leadership

- Aviolo, B. & Bass, B. (2002). *Developing potential across a full range of leadership: Cases on transactional and transformational leadership*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bargal, D. (2000). *The manager as leader*. In Patti, R. (Ed.), *The handbook of social welfare management*. Thousand Oaks, CA: Sage Publications, 303-319.
- Bennis, W. & Goldsmith, J. (2003). *Learning to lead: A workbook on becoming a Leader*. New York: Basic Books.
- Bennis, W., Spreitzer, G., & Cummings, T., eds. (2001). *The future of leadership*. San Francisco: Jossey-Bass.
- Buckingham, M. & Coffman, C. (1999). *First, break all the rules*. New York: Simon & Schuster.
- Buckingham, M. & Clifton, D. (2001). *Now, discover your strengths*. New York: The Free Press.
- Carlson, M. & Donohoe, M. (2003). *The executive director's survival guide: Thriving as a nonprofit leader*. San Francisco: Jossey-Bass.
- Cohen, A. & Bradford, D. (2005). *Influence Without Authority*, 2nd Ed. San Francisco: Jossey-Bass.
- Connerley, M. & Pederson, P. (2005). *Leadership in a diverse and multicultural environment*. Thousand Oaks, CA: Sage Publications.
- Covey, S. (1990). *Principle-centered leadership*. New York: Simon & Schuster.
- Dym, B. & Hutson, H. (2005). *Leadership in nonprofit organizations*. Thousand Oaks, CA: Sage Publications.
- Giber, D., Carter, L., Goldsmith, M. (Eds.), (1999). *Linkage Inc.'s best practices in leadership development handbook*. San Francisco: Jossey-Bass.
- Hesselbein, F., Goldsmith, M., & Somerville, I., eds. (2002). *Leading for innovation*. San Francisco: Jossey-Bass.
- Hesselbein, F. & Johnson, R., eds. (2002). *On high-performance organizations*. San Francisco: Jossey-Bass Inc.
- Hudson, M. (2005). *Managing at the leading edge*. San Francisco: Jossey-Bass.
- Kouzes, J. & Posner, B. (2002). *The leadership challenge* (3rd ed.). San Francisco: Jossey-Bass Inc.

- McCauley, C. & Van Velsor, E., (Eds.). (2003). *The center for creative leadership handbook of leadership development*, 2nd ed. San Francisco: Jossey-Bass Inc.
- Moxley, R. (2000). *Leadership and Spirit: Breathing New Vitality and Energy into Individuals and Organizations*. Jossey-Bass: San Francisco.
- Nanus, B. & Dobbs, S. (1999). *Leaders who make a difference: Essential strategies for meeting the nonprofit challenge*. San Francisco: Jossey-Bass.
- Northouse, P. (2004). *Leadership: Theory and practice*, 3rd ed. Thousand Oaks, CA: Sage Publications.
- Patti, R. (2003). Reflections on the state of management in social work. *Administration in Social Work*, 27(2), 1-11.
- Riggio, R. & Orr, S. (2004). *Improving leadership in nonprofit organizations*. San Francisco, CA: Jossey-Bass.
- Wimpfheimer, S. (2004). Leadership and management competencies defined by practicing social work managers: An overview of standards developed by the national network for social work managers. *Administration in Social Work*, 28(1), 45-56.
- Yukl, G. (2001). *Leadership in organizations*, 5th ed. Englewood Cliffs, NJ: Prentice-Hall.
- Zenger, J. & Folkman, J. (2002). *The extraordinary leader*. New York: McGraw-Hill.

Organizational Change

- Anderson, D. & Ackerman Anderson, L. (2001). *Beyond change management*. San Francisco: Jossey-Bass Inc.
- Austin, M. (Ed.) (2004). *Changing welfare services: Case studies of local welfare reform programs*. New York: The Haworth Press.
- Collins, J. (2001). *Good to great: Why some companies make the leap... and others don't*. New York: Harper Business.
- Light, P. (2004). *Sustaining nonprofit performance*. Washington, DC: The Brookings Institution.
- Osborne, D. & Plastrik, P. (2000). *The reinvention's field book*. San Francisco: Jossey-Bass.
- Packard, T. (2000). The Management audit as a teaching tool in social work administration, *Journal of Social Work Education*. 36(1), 39-52.
- Proehl, R. (2001). *Organizational Change in the Human Services*. Thousand Oaks, CA: Sage Publications.

Rae, A. & Nicholas-Wolosuk, W. (2003). *Changing agency policy: An incremental approach*. Boston: Allyn & Bacon.

Supervision

Austin, M. and Hopkins, K., Eds. (2004). *Supervision as Collaboration in the Human Services*. Thousand Oaks, CA: Sage Publications.

Dolgoff, R. (2005). *Introduction to Supervisory Practice in Human Services*. Boston: Allyn & Bacon.

Kadushin, A. & Harkness, D. (2002). *Supervision*. New York: Columbia University Press.

Shulman, L. (1995). Supervision and consultation. In R. Edwards (Ed.), *Encyclopedia of Social Work* (19th ed., pp. 2373-2379). Washington, DC: NASW Press.