

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

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

**Spring, 2009
Wednesdays, 8:30am-12:20pm, Room 234, Nashville**

Instructor Information

Instructor: Kimberly Cassie, MSSW, MA
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Office Hours: Wednesdays, 12:30pm-1:30pm

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*, 2008).

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 2227 Dunford Hall (865-974-6087). This will ensure that you are properly registered for services.

Course Description:

This is a required concentration 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 3. Strategic planning and management 4. Program design and development 5. Developing action plans. Meeting strategies. 6. Community assessment protocols. 7. 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: 1. Definitions and functions of management 2. Management as an evidence-based process 3. Comparisons of private, non-profit human service organizations and private businesses 4. Strategies for organizing work activities in organizations 5. 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; recognizing the importance of difference in shaping life experiences*).
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 Textbook

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

Additional required readings will be available on Blackboard.

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. All work 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 (5th 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, clarity and organization;
- Comprehensiveness;
- Demonstrated understanding of course concepts, discussions, and readings;
- Accuracy; and
- Submission of assignments on dates specified.

Assigned Readings, Activities, and Attendance

Students are expected to complete all readings assigned by the instructor before attending class; participate in all in class and online discussions; and demonstrate respect for the beliefs and

experiences of others. Civility is expected from all students at all times. Students are encouraged to bring their reactions and questions to class for discussion.

Regular attendance is essential. Students are expected to be on time, attend all class sessions, and stay until the completion of the class. In the case of a medical or personal emergency, students should make a 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.**

Quizzes (50 points)

Brief (10 item) multiple choice quizzes will be posted on BlackBoard weekly to measure student mastery of content and course competencies addressed in assigned readings and class discussions. Each quiz will be available for one week. Quizzes will open on Wednesdays at 12:30pm and close the following Wednesdays at 8:29am. Students are expected to complete quizzes prior to the start of class each week. For example, the first quiz will open on Wednesday, February 25 at 12:30pm and close on Wednesday, March 4 at 8:29am. Occasionally, exceptions to these timeframes will be made in the event of Blackboard outages or extreme circumstances. Any changes in these time frames will be clearly announced in Blackboard.

Students may take quizzes at any point during the week. Quizzes will be open book and have no time limit. However, each quiz must be completed in one sitting. Students will not be permitted back into the quiz after they have left the quiz site and a **quiz may not be taken after it closes**. Each quiz is worth 10 points. Six quizzes will be administered. The lowest quiz score will be dropped at the end of the semester. Quizzes account for 50 points of a student's final grade in this course.

Leadership Skills Laboratory Activities (50 points)

As masters trained social workers you will regularly and repeatedly be in situations where other people look to you for guidance, inspiration, influence, direction & clarity. As an MSSW you are a leader. In weekly leadership laboratories students are given an opportunity to "test drive" different leadership strategies in a competitive yet supportive environment. Six leadership skills laboratory activities will take place during scheduled classes over the course of the semester. Each student will be given the opportunity to lead a leadership skills laboratory. All students are expected to participate in these leadership skills laboratory activities. Teams and activities will vary throughout the semester. Each laboratory is worth 10 points. Laboratories are designed to measure student mastery of course competencies and content. In specific, laboratories will address the following course content: team building; collaboration; development of coalitions; conflict resolution; task group processes and dynamics; concepts of leadership, organizations and management; networking; coalition leadership; recognizing the importance of difference in shaping life experiences; and ethics and values. Grades will be assigned based on displayed leadership, followership and teamwork. At the end of the semester the lowest laboratory score will be dropped. Details of each activity will be discussed in class. **Please note that if you are not in class, you will be unable to participate in leadership skills laboratories. No opportunities are available to allow students to make up missed laboratories. A grade of 0 will be assigned for missed laboratories.**

Leadership Self-Assessment (25 points) Due 3/11 at 8:30am

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. Guidelines for completing this assignment will be discussed in class and

available on the course website. The self-assessment is worth 25 points and is designed to measure student mastery of course competencies and content. In specific, the leadership self-assessment will address the following course content: management theories and concepts of leadership, organizations and management. **Late submissions of this assignment will be deducted 2.5 points per day. Late submissions of this assignment will not be accepted after 3/18.**

Management Review and Organizational Development Plan (100 points) Due 4/22 at 8:30am

A key component of social service leadership is to understand the program in which you work and the ability to identify and develop those aspects of the program which are in need of development. This two part 15 page paper (**not** including attachments) gives students the opportunity to conduct a management review and create a plan for developing at least one component of the program which is in need of development. Guidelines for completing this assignment will be discussed in class and available on the course website. This assignment is due at the start of class on 4/22. The management review and organizational development plan is worth 100 points. This assignment is designed to measure student mastery of course competencies and content. In specific, the following content will be addressed in this assignment: social problem identification and problem solving strategies; strategic planning and management; program design and development; developing action plans; community assessment protocols; function of management; formulation of ethically sound, empirical, best practice intervention strategies; core components of organizational dynamics and analysis; assessment and intervention strategies; strategies for organizing work activities; managing agency budgets and financing; funding and resource procurement; and imperative of funding source diversification. **Late submissions of this assignment will be deducted 5 points per day. Late submissions of this assignment will not be accepted after 4/24.**

Web-Based Class (25 points); Due 3/25 at 12:20pm

There will be one web-based class with assignments posted that will take approximately 1 ½ to 2 hours to complete. Every student is expected to complete the web based class activity. Completion of the web based class can be done at anytime prior to 3/25 at 12:20pm. However once the date has past, the material will no longer be available and you will receive a ZERO for the assignment not completed. Details about this assignment can be found on the course website. Completion of the web-based class and associated activities is worth 25 points. The web-based class is designed to measure student mastery of course content and competencies. In particular, the web-based class will address the following course content: social work in multi-cultural organizations and communities; women and other underrepresented groups in management ; multiculturalism 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. & abroad; ethnic-sensitive social work practice; formulation of ethically sound, empirical, best practice intervention strategies (CC8); (j) Case studies on ethical dilemmas in leadership (CC6); and (j) NASW & NABSW Code of Ethics (CC6). **Barring unforeseen widespread technical outages, no extensions will be made for this assignment.**

Grading Scale

The final grade for this class will be determined as follows:

Quizzes	50 points
Leadership Skills Laboratory	50 points
Leadership Self-Assessment	25 points
Man. Review & Org. Dev. Plan	100 points
Web Based Class Activity	<u>25 points</u>

Total 250 points

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

- A(237.5-250 points) Outstanding/Superior – Exceptional performance. Consistently exceeds expectations
- B+ (225-237.4 points) Very Good – Student consistently meets and occasionally exceeds normal expectations
- B (212.5-224 points) Good – Student consistently meets normal expectations
- C+ (200-212.4 points) Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations
- C (175-199 points) Poor - There is a lack of understanding of course content. Student does not meet course expectations.
- F (174 points or less) Very Poor – There is a lack of understanding, attendance or incomplete assignments. Course expectations are not met.

COURSE OUTLINE

Wednesday, March 4.

Course Overview & Introduction to Assignments and Expectations

Introduction to Organization Management and Leadership Skills

Content: (a) Review course content, assignments grading, & library reserve information; (b) Social problem identification and problem-solving strategies (CC1); (c) Definitions and functions of management (CC2); (d) management as an evidence-based process (CC2); (e) management theories and their historical origins (CC5); (f) concepts of leadership, organizations, and management (CC5); (g) task group process and coalition leadership (CC5); (h) Definitions & types of planning (CC1); and (i) 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 (CC8).

Required Reading:

Textbook, (Brody, 2005), Chapter 1, Leading the Organization

Textbook, (Brody, 2005), Chapter 5, Problem Solving

Weinbach, R. W. (2008). Historical origins of current approaches to management.

In *The Social Worker as Manager: A practical guide to success* (pp. 47-71).

Boston, MA: Allyn & Bacon.

Complete Quiz 1 before class

In Class Leadership Skills Laboratory 1

Wednesday, March 11

Art and Science of Leadership

Content: (a) Community interface strategies (CC1); (b) Strategies for organizing work activities in organizations (CC2); (c) Team building; Development of coalitions (CC3); (d) Task group processes and dynamics (CC3); (e) Leadership collaboration in diverse communities (CC3); (f) Networking (CC5); (g) Boundary spanning (CC5); (h) Futuring (CC5); (i) Multidisciplinary teamwork (CC5); (j) The political arena and other environmental influences in leadership (CC6); (k) Assessment and intervention strategies with regard to challenging decision-makers in organizations, communities, and society to be responsive to diverse client needs and assets (CC8); (l) Strategic planning & management (CC1); (m) Developing action plans (CC1); & (n) Community assessment protocols (CC1),.

Required Reading:

Weinbach, R. W. (2008). Leading. In *The Social Worker as Manager: A practical guide to success* (pp. 253-277). Boston, MA: Allyn & Bacon.

Weinbach, R. W. (2008). Organizing. In *The Social Worker as Manager: A practical guide to success* (pp. 196-225). Boston, MA: Allyn & Bacon.

Weinbach, R. W. (2008). Planning. In *The Social Worker as Manager: A practical guide to success* (pp. 75-98). Boston, MA: Allyn & Bacon.

Complete Quiz 2

In Class Leadership Skills Laboratory 2

Leadership Assessment due at the start of class 3/11

Wednesday, March 18

NO CLASS – Spring Break

Wednesday, March 25

Web Based Class Ethics & Diversity –

Students are encouraged to attend NASW Social Work Legislative Conference & TCSW

Content: (a) Social work in multi-cultural organizations and communities (CC3); (b) Women and other underrepresented groups in management (CC3); (c) Multiculturalism and diversity issues in management and program administration (CC5); (g) Knowledge and theories of cultures and people of color (CC5); (d) Ethics and values in management and administration (CC6); (e) Ethical guidelines for social work managers in organizational settings (CC6); (f) Socio-demographic characteristics (CC7); (g) Customs and traditions of major ethnic groups in the U.S. & abroad (CC7); (n) Ethnic-sensitive social work practice (CC7); (h) 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 (CC8); (j) Case studies on ethical dilemmas in leadership (CC6); and (j) NASW & NABSW Code of Ethics (CC6).

Required Reading:

- Manning, S. S. (2003). The essence of ethical leadership. In *Ethical Leadership in Human Services: A multi-dimensional approach* (pp. 3-20). Boston, MA: Allyn & Bacon.
- Eagly, A.H., Johannesen-Schmidt, 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.
- Manning, S. S. (2003). Community services code of ethics. In *Ethical Leadership in Human Services: A multi-dimensional approach* (pp. 265-272). Boston, MA: Allyn & Bacon.
- NASW Code of Ethics
NABSW Code of Ethics

Complete Quiz 3

Complete Web Based Class Activity Before 3/25 at 12:20pm. Details on BlackBoard.

Wednesday, April 1

Human Service Delivery Systems: Structure & Cultures

Content: (a) Program design and development (CC1); (b) Comparisons of private, non-profit human service organizations and private businesses (CC2); (c) Deficit and non-deficit theories/perspectives and implications for macro-practice (CC5); (d) program development (CC5); and (e) 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) (CC8).

Required Reading:

- Textbook, (Brody, 2005), Chapter 2, Strategic Planning
- Glisson, C. (2008). Organizational culture and climate and performance in human service teams. In R. J. Patti, *Handbook of Human Services Management* (pp. 195-218). Thousand Oaks, CA: Sage Publication.
- Schmid, H. (2008). Agency-environment relations: Understanding external and natural environments. In R. J. Patti, *Handbook of Human Services Management* (pp. 367-382). Thousand Oaks, CA: Sage Publication.

Complete Quiz 4

In Class Leadership Skills Laboratory 3

Wednesday, April 8

Human Resource Management: Finding & Keeping Productive Employees

Content: (a) Controlling and influencing staff behavior (CC2); (b) Multiculturalism and diversity issues in management and program administration (CC5); (c) Conflict management (CC5); (d) multidisciplinary teamwork (CC5); (e) Ethics and values in management and administration (CC6); (f) Creating and maintaining staff diversity in organizational settings (CC7); (g) Equal employment opportunity laws and affirmative action (CC7); and (h) The Americans with Disabilities Act (CC7).

Required Reading:

- Textbook, (Brody, 2005). Chapter 7, Finding and Keeping Productive Employees
- Textbook, (Brody, 2005). Chapter 8, Managing Employment Challenges
- Textbook, (Brody, 2005). Chapter 10, Supervising Staff
- Textbook, (Brody, 2005). Chapter 11, Appraising and Compensating Performance

Complete Quiz 5

In Class Leadership Skills Laboratory 4

Wednesday, April 15

Financial Knowledge and Skills

Content: (a) Managing agency budgets and finances (CC4), (b) Funding and resources procurement (grant-writing) (CC4), and (c) The imperative of funding source diversification (CC4)

Required Reading:

Textbook, Brody, (2005) Chapters 12 Managing Agency Finances

Textbook, Brody, (2005) Chapters 13 Strategic Resource Development I

Textbook, Brody, (2005) Chapters 14 Strategic Resource Development II

Textbook, Brody, (2005) Chapters 15 Preparing Effective Proposals

Textbook, Brody, (2005) Chapters 16 Seeking Funding

Complete Quiz 6

In Class Leadership Skills Laboratory 5

Wednesday, April 22

Catch up, Course Overview, Conclusion & Evaluation

Management Review & Organizational Development Plan Due at 8:30am on 4/22

Management Review and Organizational Development Plan

A key component of social service leadership is to understand the program in which you work and the ability to identify and develop those aspects of the program which are in need of development. This two part 15 page paper (**not** including attachments) gives students the opportunity to conduct a management review and develop a plan for developing at least one component of the program which is in need of development.

In the first part of the assignment students will conduct a review of the social service agency in which they are doing their field placement. It is important that the student work with their field instructor and others at the field placement to gather the necessary data to complete the review. The management review portion of the paper should be between 8 to 10 pages of text not including the required attachments following the outline below:

- I. Agency Overview
 - a. Description of the Agency
 - b. Number of employees
 - c. Annual budget, number of years in existence
 - d. Attachment 1: Organizational Chart (does not count in page length)
- II. Evaluate the Agency mission, vision and goals
 - a. Key elements in your organization's mission statement, vision and goals
 - b. Is the mission statement clear, compelling, inspirational, and concise
 - c. Ways the organization communicated mission to its various stakeholders
 - d. Attachment 2: Copy of the agency's mission, vision and goals (does not count in page length)
- III. Assess the environment, including strengths, weaknesses, opportunities, and threats.
 - a. Social, political, economic, and technological trends
 - b. Stakeholder expectations
 - c. Status of the agency's strategic plan
 - d. Status of client relations
 - e. Program design and service delivery
 - f. Management Information Systems
 - g. Budgeting and financial management
 - h. Staffing & human resources
 - i. Leadership
 - j. Organization culture and change
 - k. Program Evaluation
 - l. Quality of working life (e.g. employee relationships and functioning)
 - m. Manner in which workplace problems are addressed (e.g. discrimination, bullying & harassment)

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

- IV. Student's Impression
 - a. What are your overall impressions of the agency?
 - b. What are the areas of strengths? What are areas of weakness?
 - c. How do things fit together (e.g., do any of the weak areas seem connected, or are there any that may affect each other)?
 - d. Are there serious misalignments or problems?

From the answers you develop to the questions outlined in the “student’s impression” section of the paper, students will develop a plan for an organizational change initiative to address an area in need of development. Principles of organizational change and leadership covered in readings and class should be used as appropriate. Citations of tactics, techniques, or change interventions should be used to support your plan.

The organizational change portion of the paper should be between 5-7 pages of text not including the required attachments following the outline below:

- V. Identify critical issues facing the organization
 - a. What area needs attention and/or development?
 - b. Why does this area need attention and/or development?
 - c. Make sure you work with your field instructor on this section

- VI. Formulate strategic plan
 - a. Determine why you want to develop a plan for your organization’s future.
 - b. Benefits of embarking on an intensive process to address this area. (Do these clearly outweigh possible disadvantages?)
 - c. Goals and objectives
 - d. Outcomes of the change and method this change will be measured
 - e. Manner in which the strategic plan reflects the agency’s mission and vision
 - f. Major priorities identified the strategic plan
 - g. Budget (how are the changes going to be paid for?)
 - h. Accountability and timetable for each critical issue

Papers are to be typed, double-spaced, using APA format with no spelling or grammar errors. Length of paper 15-17 pages excluding attachments