

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

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

Instructor: Kathryn R. O'Day, LCSW.

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Class Time: Monday and Wednesday, 5 – 7 p.m.

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Office Hours: Monday, 4-5 p.m.; also by appointment at Ft. Hill – 524-7483.

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

Drucker, Peter F. (2002). *The Effective Executive*. New York: HarperCollins Publishers, Inc.

Drucker, Peter F. (2001). *The Essential Drucker*. New York: HarperCollins Publishers, Inc.

Hesselbein, F., & Goldsmith, M., (Eds.) (2006). *The Leader of the Future 2 Visions, Strategies, and Practices for the New Era*. San Francisco, CA: Josey-Bass.

Books on Reserve (selected readings)

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

Ulrich, D. & Brockbank, W. (2005). *The HR Value Proposition*. Boston, MA: Harvard Business School Press.

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

Williams, Karla A. (2004). *Donor Focused Strategies for Annual Giving*. Sudbury, MA: Jones and Bartlett Publishers.

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;
- Level of analysis and understanding of course content applied;
- 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 and the instructor. Students are

also encouraged as they read and as they work in the field to bring their reactions and questions to class for discussion. Activities will be performed in class related to the course readings and lectures in small group exercises.

Regular attendance and class participation is essential. Students are expected to be on time and attend all class sessions, as well as to participate meaningfully in class discussion. In the case of a medical or personal emergency, students should make reasonable effort to contact the instructor in advance via e-mail or message. 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. Inattentiveness in class (web surfing, side conversations, nonparticipation, unprofessional or disrespectful behavior) will also result in reduction of the final grade by one 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

A number of **unannounced** quizzes 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 assigned readings and lecture notes. Make up quizzes will only be given for documented emergencies.

Leadership and Management Group Project

The class will be organized into groups, each of which represents the Management Team for a human services organization. Groups will meet for planning and group activities during and outside of class. Each team will develop a strategic plan for its organization. The strategic plan will be comprehensive and prepare the organization for the future, as well as address a specific and serious challenge to the organization. Team members will assess their leadership and participation and give feedback to other members. Additional information regarding the guidelines for completing this assignment will be available in the assignment description.

Leadership Case Study (due June 11, 2008)

The purpose of this assignment is for the student to develop and articulate his or her understanding, self-awareness and orientation about leadership and attributes of successful leaders. Students will be asked to identify a leader for the case study. The leader must be someone with executive level responsibility for a major organization in the human services field. The leader may be someone the student has worked with, or someone the student is aware of through reading or reputation. The student may also choose him or herself as the leader for the case study, regardless of his or her work history or responsibilities.

Students will write a paper that analyzes the leadership of the selected leader. Papers should include a summation report of the leader's accomplishments, strengths, challenges, failures and the student's assessment based on theories of leadership. Additional information regarding the guidelines for completing this written assignment will be available in the assignment description.

Grade Distribution

Quizzes	30 points
Leadership and Management Project	50 points
Leadership Case Study	<u>20 points</u>
Total	100 points

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 or unacceptable assignments. Course expectations are not met.

Course Outline

Week 1 Overview of course. Review syllabus, discussion of assignments, blackboard and in-class activities, and library reserve information. Formation of Management Teams.

Lecture - Overview of Leadership in Social Work

Content: (a) management theories and their historical origins, (b) concepts of leadership, organizations, and management, (d) multi-culturalism and diversity issues in management and program administration, (e) knowledge and theories of cultures and people of color, (f) deficit and non-deficit theories/perspectives and implications for macro-practice, (g) networking, (h) boundary spanning, (i) futuring, (j) task group process and coalition leadership, (k) conflict management, (l) program development and (m) multidisciplinary teamwork

Readings:

Drucker - *Essential Drucker*: Ch 2 “Dimensions of Management”.

Drucker - *Effective Executive*: Ch 1 “Effectiveness Can be Learned”, Ch 3 “What Can I Contribute”, Ch 4 “Making Strength Productive”, Ch 5 “First Things First”, “Conclusion: Effectiveness Must Be Learned”.

In *Leader of the Future*., Ch 8 “Understanding the Nonprofit Sector’s Leadership Deficit”, by Tierney, Thomas J.; Ch 25 “Distinctive Characteristics of Successful Leaders of Voluntary Organizations – Past, Present, Future”, by O’Connell, Brian.

Week 2 The Effective Social Welfare Organization: Planning

Content: (a) social problem identification and problem-solving strategies, (b) definition and types of planning, (c) strategic planning and management, (d) program design and development, (e) developing action plans, (f) meeting strategies, (g) community assessment protocols, (h) community interface strategies (i) assessment and intervention strategies with regard to challenging decision-makers in organizations, communities, and society to be responsive to diverse client needs and assets

Readings:

Brody – Chapter 2 “Strategic Planning”, Chapter 4 “Implementing Action Plans”, Chapter 5 “Problem Solving”.

Week 3 Working Effectively with Others

Content: (a) definitions and functions of management, (b) management as an evidence-based process, (c) comparisons of private, non-profit human service organizations and private businesses, (d) strategies for organizing work activities in organizations and (e) controlling and influencing staff behavior

Readings:

Drucker – *Essential Drucker*: Ch 3 “Purpose & Objectives of a Business”, Ch 15 “Know Your Strengths & Values”, Ch 16 “Know Your Time” Ch 14 “Focus on Contribution”, Ch 17 “Effective Decisions”, Ch 18 “Functioning Communications”, Ch 19 “Leadership As Work”,
In *Leader of the Future*: Ch 21 “Are the Best Leaders Like Professors? Teaching, Asking Questions, & Evidence-Based Management”, by Pfeffer, Jeffrey.
Brody – Ch 17 “Making Meetings Productive”, Ch 18 “Improving Communications and Handling Conflicts”, Ch 19 “Team Building and Coalition Building”.

Week 4 Financial knowledge and skills; Ethics

Content: (a) managing agency budgets and finances, (b) funding and resources procurement (grant-writing), and (c) the imperative of funding source diversification (c) NASW and NABSW Code of Ethics, (d) ethics and values in management and administration, (e) case studies on ethical dilemmas in leadership, (f) ethical guidelines for social work managers in organizational settings and (g) the political arena and other environmental influences in leadership

Readings:

Brody, Ch 12 “Managing Agency Finances”, Ch 13 “Strategic Resource Development I”, Ch 14 “Strategic Resource Development II”, Ch 15 “Preparing Effective Proposals”, Ch 16 “Seeking Funding”
Williams, Chapter 1 “Organized Philanthropy and Fund-Raising History and Practices”, Chapter 3 “Creating an Environment for Philanthropy to Flourish” pp. 47-65.
NASW and NABSW Code of Ethics
In *Leader of the Future*: Ch 14 “Regaining Public Trust – A Leadership Challenge”, by Blanchard, Ken and Carey, Dennis.

Week 5 Human resource management; Diversity

Content: (a) creating and maintaining staff diversity in organizational settings, (b) socio-demographic characteristics, customs and traditions of major ethnic groups in the U.S. and abroad, (c) equal employment opportunity laws and affirmative action, (d) The Americans with Disabilities Act, (e) ethnic-sensitive social work practice, (f) 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, (g) 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),

Readings:

Drucker – *The Essential Drucker*: Ch “1 Management as Social Function & Liberal Art”, Ch 4 “What Nonprofits are Teaching Business”, Ch 9 “Picking People, the Basic Rules”, Ch 6 “Management’s New Paradigms”.
In *Leader of the Future*: Ch 3 “Diversity Management”, by Thomas, Jr., R. Roosevelt; Ch 4 10 “Things I Learned about Leadership from Women Executive Directors of Color”, by Masaoka, Jan.
Weinbach: “Managing Diversity” pp 119-129.
Ulrich, D. & Brockbank, W. *The HR Value Proposition*: Ch 5 “HR Practices That Add Value”, Ch 9 Roles for HR Professionals.

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.