THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 539 - Leadership Skills and Knowledge for Advanced Social Work Practice
Section 303
2 credit hours
Summer 2016

Instructor: Rodney A. Ellis, PhD, MSW (Rod)
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Class time and location: Online
Office Hours: As scheduled via phone or chat room

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.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The 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).

University Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

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 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.
**Dimensions of Diversity**
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

**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:

1. Articulate principles of organization, administration, and strategic planning and community change tactics that promote social, economic, and environmental justice, combat discrimination and oppression, and increase access to resources. **8.1, 3.1(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, community and organizational
assessment, and decision-making that are based on scientific analysis, synthesis of empirical data, evaluation outcomes, and other information. 7.1 (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, understanding of influences and implications of culture, geography, community, gender, religion, politics, ideology, and other identities and orientations on different world views. 6.1, 2.2 (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, based on practice experience, theory, and research applied using critical thinking skills. 4.1, 4.2, 4.3 (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. 4.1 (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 by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and additional codes of ethics as appropriate to context. 1.1, 1.4 (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. 2.1, 2.2, (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 applying self-awareness and self-regulation to manage the influence of personal biases and values. 2.3, 9.3 (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 TEXT


ORGANIZATION OF THE COURSE AND BLACKBOARD

This course will be taught entirely online. There will be NO SCHEDULED CLASS SESSIONS. Students will need to decide what grade they want to earn and will submit the required number of assignments in order to earn that grade. The section below entitled “Required Activities” describes what kinds of projects must be completed in order to earn each grade. This process is known as “contracting for a grade”.

Please note: Although you will not need to use APA style to complete these assignments, the assignments must be completed at an acceptable level in order to count toward the grade. Each assignment will, therefore, receive a satisfactory or unsatisfactory grade. Satisfactory completion of every assignment required for a specific grade will result in the student receiving that grade. Failure to complete an assignment or assignments satisfactorily will result in failure of the course. Students who submit an unsatisfactory assignment will have one opportunity to bring that assignment up to a satisfactory level.

Also please note: You MUST submit a written contract specifying which grade you wish to receive by July 11. Please do NOT post your desired grade on the discussion board. Please
submit it directly to the instructor through Blackboard.

With the exception of the required text (Ellis et al., listed above) all materials for this course are posted on Blackboard.

ASSIGNMENTS AND GRADING

Required activities

Project 1 - In order to earn a “B”- Students must read Units 1-17 of the required text (Ellis, et al.) and satisfactorily complete the worksheets for those units.

Project 2 - In order to earn a “B+”- Students must successfully and satisfactorily complete all the activities identified in Project 1 (contract for a “B”) AND read and prepare a short summary of three chapters of the book “Management” (posted in Blackboard). The summary should include 2 pages for each of the three chapters (a total of 6 pages).

Project 3 - In order to earn an “A”- Students must successfully and satisfactorily complete all the activities described in Projects 1 and Project 2 AND complete the management self-assessment at http://www.yourleadershiplegacy.com/assessment.html. After completion of the assessment the student will complete a 2-3 page paper identifying her/his leadership style, describing its strengths and weaknesses, and describing a brief plan for improving in the areas defined as weaknesses.

All assignments must be submitted according to the schedule provided in the course outline below. All assignments must also be submitted through Blackboard. Instructions for submissions through Blackboard will be provided in the Course Information section of the website.

Grading Scale

The University of Tennessee grading scale is as follows:

93 – 100 A  
88 – 92 B+  
83 – 87 B  
78 – 82 C+  
73 – 77 C  
68 – 72 D+  
63 – 67 D  
<63 F

Class policies

1. Students are expected to complete all assignments and submit them by the due date. Exceptions will be granted only in extraordinary circumstances in advance of the due date.

2. Incompletes will be given only according to the rules specified in the written policies of the most recent edition of Hilltopics.
3. All written assignments are due at midnight on the day specified in the course outline. Assignments received after that time will not be accepted unless prior approval is given.

4. Cheating and/or plagiarizing will not be tolerated. Any student caught cheating or plagiarizing will be subject to the disciplinary procedures outlined in their university’s student policies.

5. University policy regarding religious holidays will be observed. Any student may request to be excused from class or rescheduling of an assignment to observe a religious day from his/her faith.

**COURSE OUTLINE**

**Week 1- June 2, 2016**

No assignments are due for the first day of class. The assignments listed for week 2 are due on that date.

**Week 2- June 9, 2016**

Students contracting for a B must: Read chapters 1 through 3 (Unit 1) and complete and submit the worksheets for those chapters.

Students contracting for a B+ must: Read chapters 1 through 3 (Unit 1) and both complete and submit the worksheets for those chapters.

Students contracting for an A must: Read chapters 1 through 3 (Unit 1) and both complete and submit the worksheets for those chapters.

*Meeting the competencies:* In the course of reading these chapters and completing the accompanying Worksheets, students will have conducted library research, interviewed community leaders, prepared strategic and contingency planning that will meeting the requirements of Competencies 1, 3, and 4. These competencies are:

1. Articulate principles of organization, administration, and strategic planning and community change tactics that promote social, economic, and environmental justice, combat discrimination and oppression, and increase access to resources. 8.1, 3.1 (*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, community and organizational assessment, and decision-making that are based on scientific analysis, synthesis of empirical data, evaluation outcomes, and other information. 7.1 (*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).

Week 3- June 16, 2016

Students contracting for a B must: Read chapters 4 through 6 (Unit 1) and both complete and submit the worksheets for those chapters.

Students contracting for a B+ must: Read chapters 4 through 6 (Unit 1) and both complete and submit the worksheets for those chapters.

Students contracting for an A must: Read chapters 4 through 6 (Unit 1) and both complete and submit the worksheets for those chapters.

Meeting the competencies: In the course of reading these chapters and completing the accompanying Worksheets, students will have conducted library research, interviewed community leaders, engaged in Discussion Board interactions, prepared strategies of identifying and recruiting team members, and that will meeting the requirements of Competencies 2, 3, 5, and 6. These competencies are:

2. Identify sound management practices related to personnel, resource allocation, information technology, community and organizational assessment, and decision-making that are based on scientific analysis, synthesis of empirical data, evaluation outcomes, and other information. 7.1 (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, understanding of influences and implications of culture, geography, community, gender, religion, politics, ideology, and other identities and orientations on different world views. 6.1, 2.2 (Content: Team building; Development of coalitions; Conflict resolution; Task group processes and dynamics; Social work in multicultural organizations and communities; Women and other under-represented groups in management; Leadership collaboration in diverse communities).

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. 4.1 (Content: Management theories and their historical origins; Concepts of leadership, organizations, and management; Multiculturalism 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 by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and additional codes of ethics as appropriate to context. 1.1, 1.4 (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).

Week 4 - June 23, 2016

Students contracting for a B must: Read chapters 7 through 9 (Unit 2) and both complete and submit the worksheets for those chapters.

Students contracting for a B+ must: Read chapters 7 through 9 (Unit 2) and both complete and submit the worksheets for those chapters.

Students contracting for an A must: Read chapters 7 through 9 (Unit 2) and both complete and submit the worksheets for those chapters.

Meeting the competencies: In the course of reading these chapters and completing the accompanying Worksheets, students will have conducted library research, conducted internet research, interviewed community leaders, engaged in Discussion Board interactions, prepared interview plan summaries, written job descriptions, and designed strategies for interacting with employees and board members. These activities will meet the requirements of Competencies 2, 6, and 7. These competencies are:

2. Identify sound management practices related to personnel, resource allocation, information technology, community and organizational assessment, and decision-making that are based on scientific analysis, synthesis of empirical data, evaluation outcomes, and other information. 7.1 (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).

6. Articulate core values and ethical standards of the social work profession within diverse management, organizational, and community practice settings by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and additional codes of ethics as appropriate to context. 1.1, 1.4 (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. 2.1, 2.2, (Content: Creating and maintaining staff diversity in organizational settings; socio-demographic
Week 5- July 6, 2016

Students contracting for a B must: Read chapters 10 through 17 (Units 3 and 4) and both complete and submit the worksheets for those chapters.

Students contracting for a B+ must: 1) Read chapters 10 through 17 (Units 3 and 4) and both complete and submit the worksheets for those chapters. 2) Read 3 chapters from “Management” (posted on Blackboard) and submit a brief summary of those chapters.

Students contracting for an A must: Read chapters 10 through 17 (Units 3 and 4) and both complete and submit the worksheets for those chapters. 2) Read 3 chapters from “Management” (posted on Blackboard) and submit a brief summary (2 pages for each chapter) of those chapters.

Meeting the competencies: In the course of reading these chapters and completing the accompanying Worksheets, students will have conducted library research, conducted internet research, interviewed community leaders, engaged in Discussion Board interactions, prepared job descriptions, written classified advertisements, planned culturally sensitive hiring processes, and written plans for conducting successful interviews. These activities will meet the requirements of Competencies 1, 2, 6, 7, 8. These competencies are:

1. Articulate principles of organization, administration, and strategic planning and community change tactics that promote social, economic, and environmental justice, combat discrimination and oppression, and increase access to resources. 8.1, 3.1 (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, community and organizational assessment, and decision-making that are based on scientific analysis, synthesis of empirical data, evaluation outcomes, and other information. 7.1 (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).

6. Articulate core values and ethical standards of the social work profession within diverse management, organizational, and community practice settings by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and additional codes of ethics as appropriate to context. 1.1, 1.4 (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. 2.1, 2.2, (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 applying self-awareness and self-regulation to manage the influence of personal biases and values. 2.3, 9.3 (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).

Meeting the competencies: In the course of reading these chapters and completing the accompanying Worksheets, students will have conducted library research, conducted internet research, interviewed community leaders, engaged in Discussion Board interactions, prepared job descriptions, written classified advertisements, planned culturally sensitive hiring processes, and written plans for conducting successful interviews. These activities will meet the requirements of Competencies 1 and 4. These competencies are:

1. Articulate principles of organization, administration, and strategic planning and community change tactics that promote social, economic, and environmental justice, combat discrimination and oppression, and increase access to resources. 8.1, 3.1 (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).

4. Demonstrate skills in financial management, resource procurement, expenditure analysis, program design, and marketing for diverse, multi-level client systems, based on practice experience, theory, and research applied using critical thinking skills. 4.1, 4.2, 4.3 (Content: Managing agency budgets and finances; Funding and resources procurement (grant-writing); The imperative of funding source diversification).