THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 539 Leadership Skills and Knowledge for Advanced Social Work Practice
(2 credit hours)
Summer 2016
Section 501

Instructor: Tami Walker, LMSW
Class Time: 7/7/16, 5:30 – 6:30 CT
7/21/16, 5:30 – 6:30 CT
Phone: 615-496-8501
Email: twalker7@utk.edu
Office Hours: TBD

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

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 (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 foundation curriculum course. Topics covered included organizational management knowledge and 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 and 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 Textbooks


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. 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 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.

All written assignments are expected to be submitted via email (twalker7@utk.edu) on their specific due date. Written assignments should be saved using the student’s first initial, last name and an abbreviation for the assignment. For example, the leadership self assessment could be saved as twalker.lead.doc The SWOT could be saved as walker.smith.jones.jackson.SWOT.doc Saving your papers this way help me keep them organized throughout the grading process.
Any assignment **NOT submitted** on the specified due date is subject to a **15% per day penalty** until the assignment is turned in. **Any assignment that is more than 3 days overdue will not be accepted.**

**Assigned Readings**
Students are expected to complete all readings assigned by the instructor and demonstrate respect for all beliefs and experiences of others in all course activities and interactions with fellow classmates. Students are also encouraged as they read to bring their reactions and insights to the discussion boards.

**Online Learning Environment**
A significant part of learning is from the course readings. Students are expected to read all assigned course material. It is expected you will read/study the text, explore Bb modules, participate in discussion forums, complete online quizzes, and interact in the one online virtual learning meeting. It is expected all students will have an adequate internet connection for these required class activities.

I will respond to your emails as quickly as possible during the academic week. I will inform the class if I will be unavailable for an extended period of time and provide an out of office response with information about my return. Otherwise, if you have emailed me from your UT email account during the week, and I do not within a few days, know that I probably did not receive your message; please resend.

Office hours may be set throughout the session by request from you or as offered by me.

Please post all questions about the syllabus or a particular assignment in the ‘Questions’ discussion board and I will respond to it there. This will help with our collective understanding of the course expectations.

**Grade Distribution**

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<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Boards</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30%</td>
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<tr>
<td>Leadership Self-Assessment</td>
<td>25%</td>
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<tr>
<td>SWOT</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Grading Scale**

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

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.

Quizzes
The format for quizzes will include questions covering the content of the week’s reading and lecture notes. Quizzes will be open all semester and may be taken at any time up until August 7th. Quizzes shall cover 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.

Discussion Boards
Each week this class will have a discussion board that corresponds with the readings and/or lectures. Discussions should be engaging, interesting and challenging. Your contributions are vital to whether the class discussions are of good quality. Students who actively engage (one initial and at least two substantive comments) will receive full credit. Students who do not actively engage (only participate with ‘good post’ type of comments) will not receive full credit. Discussion boards must be completed within the assigned time frame as they contribute to completion of course competencies.

Leadership Self-Assessment: Due Week 2, July 15.  
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. You should write in the first person. Paper will be graded based on the following outline. At a minimum, you must use the bolded titles below as headings in APA format. You may use additional subheadings as desired.

I Strengths Based Leadership Assessment
Goal: To identify and analyze the results of your strengths based leadership assessment and how you can leverage these strengths across practice settings.

a) What are your top 5 leadership strengths and in which domains do they fall (executing, influencing, relationship building, or strategic thinking)?
b) Do you agree or disagree with the results of the assessment? Why or why not?
c) How have you demonstrated each of these strengths in past or current personal, professional, or educational settings?
d) Based on the results of your assessment, identify at least one recommended action per strength that you can employ in a current personal, professional, or educational setting
that you have not previously tried or implemented, and provide an explanation for why/how this action step will be helpful in your chosen situation.

II Predominant Leadership Style
Goal: To begin to understand the leadership style most comfortable to the student and analyze methods to broaden the leadership repertoire.
   a) What is your predominant leadership Style (directive, participative or delegative? 
b) What are the clear benefits to your using this style?  
c) Are there negative side effects to your using this style? 
d) Explain how you have successfully used this style using specific examples. 
e) Explain a time when this style (or another style) did not work for the situation in which you used it. Is there another style that would have worked better?

II Managerial Limitations or Flaws (Be honest, understanding your flaws is a leadership asset)
Goal: To understand leadership and character traits that may be problematic.
 a) Of the possible managerial limitations or flaws discussed in the reading and class, which do you see yourself manifesting in leadership behavior?  
b) How have these flaws influenced your ability to be an effective leader? 
c) Are there times when these limitations are useful and necessary? If so, why? If not, why not?  
d) Briefly discuss how you intend to address these flaws in an effort to become a better leader.

III Leadership Competencies
Goal: To understand individual strengths as leadership competencies.
 a) Of the leadership qualities discussed in the reading material and in class, which do you exhibit?  
b) Is it within your capacity to strive for others? If so, how will you strive to develop these capacities? If not, what is it that is unattainable for you and how are you going to compensate?

Note: Your paper should be no more than 5-6 pages (typewritten, double-spaced, 12-point font, Calibri, Arial or New Times Roman) discussing your leadership style. Your paper will be graded on quality of writing, following of APA guidelines, and integration of the professional literature. Be sure to proof read (for grammar, spelling, punctuation) and edit your writing. Papers over 6 pages will be deducted 5 point per page.

SWOT Analysis Due: Week 4, August 7th

A key component of social service leadership is to understand the program you work in and to identify and develop those aspects of the program, which are in need of development. Students will conduct an analysis of the strengths, weaknesses, opportunities and threats present for a not-for-profit organization within our current economic and political landscape. A SWOT is a key component in implementing solid strategic planning.
Students are STRONGLY encouraged to obtain necessary information via web based resources, in-person or telephone interviews, organizational material, etc.

Students will conduct this analysis in groups of four or five. Group selection will be discussed at the live online session July 7, 5:30 -7:30 CT.

One student will be elected or volunteer to serve as the leader of the group. It is expected that over the course of the semester students will experience issues that are commonly experienced in work teams. The team's’ ability to manage these issues with professionalism and fairness will be evaluated as a part of this assignment.

**Group Project Policy:**

Be aware, if one group member is not pulling their own weight, not showing up on time or at all for meetings, being difficult to deal with, or simply refusing to do work, then this member will receive an automatic zero for the project. This is a professional program whose goal is to prepare students to lead an organization. If students are not acting professionally then it affects the entire group and this just simply will not be tolerated here as it is also not acceptable in the workforce.

Students will conduct a SWOT analysis based on instructions provided by Brody and through the lecture. This assignment will measure student mastery of Course Competencies 1-5 & 8. Papers may be written using a table or narrative, or a combination. All citations must be in APA regardless of format. Each of the following organizational characteristics must be included in the analysis.

Students may present information in a table or narrative format.

- Social, political, economic, and technological trends
- Stakeholder expectations
- Status of the agency’s strategic plan
- Status of client relations
- Program design and service delivery
- Management Information Systems
- Budgeting and financial management
- Staffing & human resources
- Leadership
- Organization culture and change
- Program Evaluation
- Quality of working life (e.g. employee relationships and functioning)
- Manner in which workplace problems are addressed (e.g., discrimination, bullying & harassment)

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

An introductory portion of this assignment should describe the organization including the organization’s mission, vision, goals, number of employees, annual budget, and primary revenue sources. A concluding paragraph should summarize the most pressing issues facing the organization and the strengths present in the organization to see it through current and upcoming challenges.

**Web-Based Class: Due August 7th**
There will be one web-based class with assignments posted that will consist of approximately 1 ½ to 2 hours. Every student is expected to complete the web based class activity. The web-based class can be done at anytime during the session. However once the due date has past, the material will no longer be available and you will receive a ZERO for the assignment not completed. This will cover financial knowledge.

- Step 1 - Read required readings
- Step 2 - Review slides “Managing Agency Finances”
- Step 3 - Review slides “Grant Writing”
- Step 4 - Take Quiz

**Course Outline**

**Week 1 (July 7-17)**

Investing in your strengths; leadership styles; time management; identifying and working with your limitations; leadership at all levels; ethical dilemmas in self-managing and the NASW code of ethics.

- Live Online July 7, 5:30 – 6:30 CT: Introductions, review syllabus, assignments, and Blackboard site

  Reading:
  - Strengths Based Leadership- complete assessment (code comes with purchase of new book) and read entire book prior to the first class.
  - Brody- Chapters 1, 8, 17, 18

Assignments/Activities:

- Review material in Weekly Sessions folder, including all power points.
- Discussion Board 1 Opens and is DUE July 17th
- Self Assessment is DUE July 17th

**Week 2 (July 18 -24)**

Leadership of Others and Managing Teams: Maximizing your team; why people follow; building influence and motivating people; managing and supervising staff; communication and conflict; assessing and evaluating highly effective teams; strategies for collaboration and coalition building.

- Live Online July 21, 5:30 -6:30 CT: Review assignments and discuss SWOT analysis

  Reading: Brody – Chapters 4-6 and 9-11
Assignments/Activities:
- Review material in Weekly Sessions folder, including all power points.
- Discussion Board 2 Opens and is DUE by July 24th

**Week 3 (July 25 – 31)**

*Leadership within Organizations and Communities*: Humanizing the organization; organizational politics; strategic planning; designing and developing programs; action plans and problem solving; ethical dilemmas in management, diversity and cultural competence; evidence-based management and organizational change; working with a board of trustees.

Reading: Brody- Chapters 2, 3, 12, 19

Assignments/Activities:
- Review material in Weekly Sessions folder, including all power points.
- Discussion Board 3 Opens and is DUE by July 31st

**Week 4 (August 1 -7)**

*Organizational Sustainability and SWOT Presentations*: Agency finances; strategic resource development; preparing effective proposals and seeking funding.

Reading: Brody- Chapters 13-16

Assignments/Activities:
- Review material in Weekly Sessions folder, including all power points.
- Discussion Board 4 Opens and is DUE by August 7th
- SWOT Analysis is DUE by August 7th
- All quizzes are DUE by August 7th

**Additional Resources**

As professional social workers it is our responsibility to continually grow and develop through professional study. Additional resources will be made available in Course Documents.