University of Pennsylvania
School of Social Policy & Practice
SWRK 765 Supervision and Leadership in Human Service Organizations
Summer 2015

UPDATED June 29, 2015

COURSE PURPOSE

The purpose of this practice elective is to build on social work knowledge, values, and skills and link them to the roles and functions of social workers as supervisors, managers and leaders in human service organizations (HSO). The course is designed for students in direct and macro-practice concentrations. Its focus is on providing an overview of essential supervisory and managerial concepts so that social workers will enter agencies and use their knowledge and skills and provide supervisees with meaningful direction and development. The course teaches students about the complex dynamics involved in leading and managing individuals, teams and organizations. Students will explore the dynamics and boundaries of the supervisor-supervisee relationship and the important skills of the supervisor as a manager of work performance. *SW 765* extends students' knowledge of groups, organizations and communities gained in *SW 612* (*Group, Organizational and Community Dynamics*). The course explores the complex relationships in the fluid context of staff, clients, the organization and its external environment. *SW 765* builds on the values, ethics framework established in advanced second year clinical (SW 704), and macro *(SW 708)* practice, analyzes their connection and significance to the work setting, and provides behavioral models for engaging, empowering and motivating employees.

The course seeks to address all requirements for the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) * http://www.cswe.org/File.aspx?id=13780

By the end of the semester, students will be able to integrate the theoretical knowledge of direct and macro practice with its application in the workplace. The course emphasizes the critical use of the professional self in supervising, managing and leading employees of a human service organization. Learning objectives:

- To evaluate, identify and articulate the impact of one's influence on others and to use this self-awareness to improve skill as a social work professional and developer of an organization's talent.
- To demonstrate understanding of direct and macro practices through the application of that knowledge in the human services environment.
- To integrate evidence based literature with the literature of human behavior and the social environment to inform actions and shape practice and programs.
- To understand the principles and tools of human and technical resource management that is required to effectively lead and manage individuals and teams to meet an HSO's strategic and operational priorities.
- To understand and identify how the dynamic of power in race, gender, age, disability, social class, religion and sexual orientation can influence the human service organization and its operations.

TEXTS AND REQUIRED READINGS

The Social Worker as Manager **(Sixth Edition)** Robert W. Weinbach & Lynne M. Taylor. Prentice Hall (2011)

First Break All the Rules: What the World's Greatest Managers Do Best, Marcus Buckingham & Curt Coffman., Simon and Schuster (1999)

Strengths Finder 2.0. Tom Rath. Gallup Press, N.Y (2007)

- ✓ It is essential that **a new copy of this book** be purchased in order to obtain an individual access code to do the Strengths Finder 2.0 Assessment and access its website for classroom work.

Canvas will have additional required readings posted. *Harvard Business Review* full text articles must be accessed through the library web in order to honor copyrights.

COURSE EXPECTATIONS

Academic Integrity

Statement on Academic Integrity: Students are expected to conduct themselves consistent with the University of Pennsylvania's Code of Academic Integrity, which presents standards regarding plagiarism, multiple submissions and other actions. Students are expected to be familiar with the Code, which can be found at
http://www.upenn.edu/academicintegrity

The instructor we will be using Turnitin, a plagiarism prevention tool available through Canvas.

Students should submit all papers electronically and the instructor will use Turnitin to produce an "originality report" that compares the content of the paper to databases of full-text journals, publicly available documents, and a database of other Penn students' work.

The instructor will use this report to analyze and evaluate the assignment. When it is submitted to Turnitin it will become part of a Penn proprietary database to help prevent any future intellectual property theft or plagiarism.

Student work will not be used for any other purpose without express permission.

Attendance and Punctuality

Attendance is required in this course. Students are permitted to miss class for legitimate medical reasons only (sickness on the day of class). Excessive or unexplained absences may result in a reduction in your course participation grade. There are no "excused absences" – if you miss class, you are you are responsible for making up any work and for knowing the material covered.

Attendance will be taken at the beginning of each class. Students are to advise the instructor in advance of any anticipated absences. Absences and lateness will be considered in establishing the final grade.

Class Participation

This course is a conducted seminar-style and everyone is expected to participate in class discussions. Grades for participation will not only reflect how often you contributed to our class discussions, but the degree to which your contributions were constructive and generative of further response(s) from your fellow classmates. Combative posturing, defamatory remarks, or statements that are off-topic work to silence others and stunt dialogue, will therefore negatively impact your participation grade. Please see the instructor early in the semester outside of class to discuss ways to effectively participate in our seminar if you might be concerned about your performance in this regard.

Stated positively, classroom participation should reflect a spirit of respectful, collaborative discussion and learning. Students are encouraged to share information gleaned from outside reading and practice experience. Students should demonstrate a familiarity with the assigned reading material as evidenced by initiative in raising issues for exploration and learning and an ability to be thoughtful in discussions with fellow students.

At each class, students should be prepared to contribute to discussions by being ready to:

1. Identify at least one "take away" from the weekly readings that was significant to your learning as a social work professional/ supervisor/manager/leader.
2. Identify your most challenging concept/information among the week's assigned readings that you feel is important to understand better.
3. Identify at least one important issue or question that should be explored further in today's class.

Class participation represents 15% of the final grade.

Course Grading

The instructor follows all applicable guidelines provided through SP2 Student Handbook. The assigned grades will reflect the extent to which each student has incorporated the knowledge from this class along with the values and skills of the profession into their written assignments and class participation, thereby meeting course objectives.

The final course grade will be based on the following weighted schedule:

1.	Personal Meaning of Leadership and Management	(5%)
2.	Thought Paper	(15%)
3.	Team Presentation	(25%)
4.	Case Analysis	(15%)
5.	Final Paper	(25%)
6.	Class Participation	(15%)
		(100%)

Electronic Devices

Because this class is focused on learning together, common courtesy dictates that you should not use laptops, tablets, cell phones or any other electronic device for anything other than the topics of our class. However, any other use of these devices and the use of cell phones are strictly prohibited. Place your phone on mute before you come to class. Violating this policy will negatively impact your participation grade.

Email Communication Policy

The instructor will respond to email or texts within 48 hours of receiving it.

Students can expect me to respond to between 9 AM and 5 PM Monday through Friday at minimum. I am happy to use email to respond to fairly simple queries but will not discuss assignment grades through email. Please see me before class or make an appointment for this more important conversation. When you email, please be specific about the subject of the email.

From time to time, the instructor will need to make announcements about the course outside of class time using Canvas. These notifications will be kept to a minimum but please check at least once every two days and be sure to read any emails from the instructor.

Feedback and Evaluations

Student feedback and comments about content, methods, pace and clarity are welcome at any time throughout the semester as they help to ensure that the student's learning needs and expectations are achieved. A summary of the student's progress will be provided through a written mid-term and final evaluation.

Grading Policy: Written Course Work

Assignments must (a) Use solid writing skills, (b) be double-spaced in 12 pt. font and (c) follow the *American Psychological Association (APA)* format for references.

Papers that are poorly organized and written, use improper grammar, contain misspellings and otherwise are not completed at a graduate level will be graded accordingly.

Students wishing to submit draft papers to the instructor for advance feedback (prior to the due date) are welcome to do so. Students should also consider the writing resources are available resources through the *University of Pennsylvania.*

Written assignments are due at the beginning of class on the due date. Papers should be emailed or sent to the instructor through Canvas and must arrive by the beginning of class on the due date. The grade will decrease for any assignments past this due date and time.

The following will be used to evaluate written work:

A = outstanding, nearly flawless work; assignment(s) completed thoroughly; technically excellent; evidence of creativity and/or inspiration, deep contextual grasp of issues and connections among issues; and ability to synthesize individual elements into broader narratives or analyses.

B = good work; all aspects of assignment(s) completed thoroughly and competently; technically competent (though perhaps not perfect) in spelling, grammar, format, citations; presentation adequate; does not consistently show inspiration, creativity, deeper grasp of connections, interpretations, and/or synthesis among elements.

C = less than fully satisfactory work; assignment(s) not completed thoroughly or according to instructions; basic grasp of issues not always evident; more than occasional technical flaws.

D = basic work of course (or assignment) not done, little effort evident.

Late Papers and Assignments

Students may request an extension for one paper/assignment during the course of the semester, for any reason. The instructor will grant one extension as long requested in writing (email is fine) with a suggested completion date that must be mutually agreed upon. Once granted this extension, no further extensions will be allowed.

Papers turned in after a one week extension will lose one grade "step" for every 24 hours the assignments is late (e.g. a paper that would have merited an "A-" will received a "B+" if submitted within 24 hours after the due date, a "B" if submitted within 48 hours after the due date, and so on).

Office Hours

An in person or phone meeting with the instructor can be arranged at a mutually convenient time. Meetings are encouraged to foster a deeper understanding of the course, the readings, and the assignments.

Re-grade Policy

Students must wait 24 hours after receiving the grade to request a re-grade. In addition, students may not request a regrade more than one week (seven days) after receiving the grade.

All re-grade requests must be submitted in writing with a full explanation of why you think the work was incorrectly graded. Papers that appear to have been altered will not be accepted.

Please understand that once you submit your work for regarding, the grade can go either up or down.

Students with Disabilities

In order to adhere to the PENN Policy compliance and equal access laws, the instructor is available to discuss appropriate academic accommodations that you may require as a student with a disability. Requests for academic accommodations need to be made during the first two weeks of the semester, except under unusual circumstances, to arrange reasonable accommodations. Students must register with Student Disabilities Services (SDS) for disability verification and for determination of reasonable academic accommodations.

MAJOR ASSIGNMENTS

The Personal Meaning of Leadership and Management (Class 2)

Read chapter 1 in Weinbach's *Social Worker as Manager.* With this information in mind, reflect on an individual experience as a supervisor, manager, leader, or as a supervisee of a supervisor, manager or leader.

Weinbach postulates that "management is everyone's work" (page 12).
- Describe the situation and your experience of it.
- Do you agree or disagree that leadership is everyone's responsibility in an organization? Explain your thinking clearly.
- Considering this individual example, what are the important positive and negative (critical) lessons that you learned from this relationship?
- How does this learning shape your plans for developing knowledge and skills in supervising, managing and /or leading others?
- How does it help formulate your learning objectives for this class experience?
- As an active participant in this class, what are your top 3 topics / questions that you want to explore in depth? What do you think are good learning methods for these particular priorities?

This paper should be 4-6 double-spaced pages that show the student's ability to be observant, self-reflective, and a planner. As a reflective exercise, no citations are required.

Strengths Finder 2.0 Activities (CLASS 3)

<u>*Strengths Finder 2.0.*</u> Tom Rath. Gallup Press, N.Y (2007)

✓ It is essential that **a new copy of this book** be purchased in order to obtain an individual access code to the online assessment for the Strengths Finder 2.0.

1. First read pages 1-31 as an introduction to the concepts of Strengths Finder 2.0 and consider the correlation to the practice of supervision, management and leadership.
2. Using the unique access code from the book:
   a. Complete the on-line assessment and save it electronically, as it will be utilized in future classes. The report will indicate your top five "themes" (strengths).
   b. **EMAIL YOUR REPORT TO THE INSTRUCTOR PRIOR TO THE CLASS (THIS CAN BE DONE DIRECTLY FROM THE STRENGTHS FINDER WEBSITE)**
3. Using Part II in the book (Applying Your Strengths) read the pages that are associated with **YOUR** top five talent themes (approximately 4 pages).
   a. Consider how well these themes describe you.
   b. Consider how these themes could be utilized in your current practice as a student and in our learning in the classroom.
   c. Be prepared for an active classroom conversation. A written report is NOT required.

Thought Paper (Class 4)

Use the required reading for today's class, "Leadership in (Permanent) Crisis" and write a 6 – 8 page essay that addresses the following:

1. On page 64 in the article's "idea in brief" summary, the authors postulate that leadership will require new skills tailored to an "environment of urgency, high stakes and uncertainty".
   a. Does this apply to human service organizations? Why or why not?
   b. In your experience in a human service organization, how have you observed urgency, high stakes and uncertainty impacting operations favorably and / or unfavorably?
   c. What dynamics in human services organizations work for, or against, effective adaptation to the "environment of urgency, high stakes and uncertainty?
   d. What strategies could be utilized at the organizational level to move all employees toward mastery in the environments outlined in the article? Be sure to provide as detailed a response as possible for your position.

2. Briefly describe a situation in which you observed a human service organization leader responding to "permanent crisis."
   a. Describe how <u>and</u> how well this leader did relative to:
      i. Fostering adaptation
      ii. Embracing disequilibrium
      iii. Generating leadership at all levels
      iv. Taking care of their needs.
   b. As this leader worked this situation through:
      i. <u>What did you learn</u> from this leader's experience (regardless of the outcome?)
      ii. If there was something that was particularly instructive (positive or negative) from your perspective, what was it and why/how was it effective?

Decision Making: Problem Solving in Action (CLASS 7)

This class will examine the all too frequent phenomena of "downsizing and reorganization" in a human service organization and its impact on both employees and supervisors/managers. Students will be assigned to a group in

order to examine a fictional situation of organizational change to consider the roles, tasks and functions that would be required of supervisors/managers for ongoing operations. The case situation will require that students focus on a supervisor/manager's decision-making, general communications with individuals and teams and the required revitalization of a work group in the face of major change.

Each team will deliver a 60 minute presentation in which the application of knowledge acquired through this course (and other sources) is used to consider the serious issues and dilemmas that can confront a supervisor / manager and to make thoughtful recommendations for actions. This will be followed by a question and answer discussion.

The team assignments and scenario are distributed in class 5. Time will be allocated in the class immediately preceding the presentation for preparation. However, <u>outside preparation time will be essential for the successful completion of the assignment.</u>

There will be a <u>group grade</u> assigned to each individual for the team presentation. The grade will be based on:

   A. <u>Analysis</u>

      1.   How well do the discussion and proposed actions / solutions tie directly to the readings in the course?
      2.   Is there evidence that the group understands the complexities of the situation?
   B. <u>Teamwork</u>

      1.   Does the discussion clearly relate to the case situation? Is there integration of the thinking about the case with the course readings?
      2.   Does the group show evidence of preparation, collaboration and coordination of their individual efforts?
      3.   Does the group allow for the full participation by everyone on the team?
      4.   Do team members pay attention to the group's performance and not just their own contribution?
   C. <u>Presentation/Communication Skill</u>

      1.   How well does the team communicate with classmates so they can easily grasp the teaching points?
      2.   How well does the team do in effectively responding to classmate questions and discussion?

Case Analysis (CLASS 8)

Use the required reading for today's class from Weinbach and write a 5 – 7 page analysis of the case example on pages 265-266.

   1. Provide thoughtful answers to the five discussion questions on page 247.
   2. Could a more effective management approach potentially have averted this situation from escalating to the point it did? Provide a detailed rationale for your thoughts.

Topic Selection and Final Paper: Social Worker as Supervisor, Manager, Leader / Manager (CLASS 9)

This is a **non-graded, required** assignment to assist the student in developing a focused topic and outline for the final paper.

The opportunity to select a topic is designed to allow students to take an in depth exploration of an issue dilemma/challenge in one of the identified course topics below and the implications for today's social work leader/manager.

Students may select <u>one</u> of the following topic areas.

- Dynamics of Change in Human Service Organizations
- Supervisory/ Management Communications
- Recruitment, Hiring and Onboarding
- Diversity in the Workplace

Students should prepare a two to three (2-3) page outline or narrative describing the topic you wish to study and the approach that you will take to do this exploration.

For example, you might wish to probe a management dilemma and explore strategies for addressing it and then select a preferred option. You might want to delve into a focused question or issue that you identified in one of the subject areas that would be relevant for a leader/manager in a human services organization. In either instance, be sure to provide a clear focus and organization for your paper.

Final Paper (CLASS 12)

The final paper of fourteen to sixteen (14-16) pages (plus references) should demonstrate the student's ability to plan, explore, organize and communicate ideas and concepts that are germane to the role and functioning of a social work leader, manager, or supervisor.

A minimum of ten to twelve (10-12) references are required in <u>addition to any syllabus readings. Web-citations are limited to four.</u>

The paper should demonstrate a thorough command of the subject matter as evidenced by the use of the literature, demonstration of critical thinking and the formulation of a point of view. The paper should present clarity in its points to be made, be organized and have thoughtful conclusions/recommendations. The paper will be graded using the <u>Grading Policy: Written Course Work (Above)</u>

CLASS SCHEDULE

CLASS 1   ***Welcome, Introductions, Course Overview: Definitions & Connections: Supervision, Management and Leadership***

Topics   Course Introduction
Linkage of Direct and Macro Social Work Practice and the behavior of leadership
Clarifications; Supervision, Management and Leadership

CLASS 2   ***Supervisory Relationships and Management***

Required Reading

Text   ***The Social Worker as Manager. A Practical Guide to Success*** (Weinbach & Taylor)
Chapters 1 & 2 Defining & Describing Management and What Makes Human Service Organizations Different, 3-49

First, Break All the Rules. What the World's Greatest Managers do Differently (Buckingham and Coffman) Chapters 1 & 2, 11-66

Articles   Yeheskel, Hasenfeld (2015) What Exactly Is Human Services Management? Human Service Organizations Management, Leadership & Governance, 39:1, 1-5, DOI: 10.1080/23303131.2015.1007773 http://dx.doi.org/10.1080/23303131.2015.1007773

Topics   Theories and Elements of Management and Leadership in Human Service Organizations
The Distinction of HSO versus other Organizations
Management practices in HSO
Teamwork

Optional Reading

Hamel, Gary (December 2011) First Let's Fire all the Managers. *Harvard Business Review.* 47-60

CLASS 3   Supervisory and Management Communications

Required Reading

Text   ***The Social Worker as Manager. A Practical Guide to Success*** (Weinbach & Taylor)
Chapters 3: Historical Origins of Current Approaches to Management, p 50-75

Strengths Finder 2.0.   (See detailed instructions for this class in Major Assignment and Written Course Work section of syllabus) Introduction and 1-31

Articles   Drucker, P. (January 2005) Managing Oneself *Harvard Business Review*. 100-109

Hamel, Gary (4/14/15) *Harvard Business Review Blog Network,* The 15 Diseases of Leadership According to Pope Francis

Topics   Self Assessment: Strengths Finder 2.0
Historical Origins of Current Management Functions: Considerations for the Future
Leadership as Influence: getting work done with and through others

Optional Reading

Porath, C & Pearson, C. (January-February 2013) The Price of Incivility: Lack of Respect Hurts Morale – And the Bottom Line. Harvard Business Review

Sashittal, H.C., Jassawalla A.R. (2002) Fast forwarding time as the essence of manager's strategic effectiveness. Learning from Wayne Gretzky *Organizational Dynamics*, 30 (4), 341-355

CLASS 4   The Behavior of Leadership in Practice, Professional Development and Career Management

Required Reading

Text   ***The Social Worker as Manager. A Practical Guide to Success*** (Weinbach & Taylor)
Chapter 4: Leading p 79-103

The Social Worker as Manager. A Practical Guide to Success (Weinbach & Taylor)

Chapter 7: Organizing People and Tasks, p 146-191

NASW Code of Ethics ***http://www.socialworkers.org/pubs/code/default.asp***

Articles   Heifetz, R. Grashow, A & Linsky, M. (July-August 2009) Leading in (Permanent) Crisis. *Harvard Business Review* 62-69

Topics   Organizing Human Service Organizations
The Landscape of Changing HSO Environments
Professional Development Responsibilities

Optional Reading

Ancona, D., Malone.T.W, Orlikowski, Wanda, J., Senge, P.M. (February 2007) In Praise of the Incomplete Leader. *Harvard Business Review*. 92-100

Spreitzer, G & Porath, C. (January-February 2012) Creating Sustainable Performance. If you give employees the chance to learn and grow, they'll thrive – and so will your organization. *Harvard Business Review* 93-99

CLASS 5   *Organization of Human Service Organizations & Supervision, Management and Leadership Practice*

Required Reading

Text   ***The Social Worker as Manager. A Practical Guide to Success*** (Weinbach & Taylor)
Chapter 6: Influencing the Day to Day Activities of Others, 121-145
Chapter 7: Organizing People and Tasks, 147-171
Chapter 9: Promoting a Productive Work Environment 203-222

Articles   Karen Hopkins, Megan Meyer, Wes Shera & S. Colby Peters (2014) Leadership Challenges Facing Nonprofit Human Service Organizations in a Post-Recession Era, Human Service Organizations Management, Leadership & Governance, 38:5, 419-422,
http://dx.doi.org/10.1080/23303131.2014.977208

Germak, Andrew J & Singh, Karun K (2009): Social Entrepreneurship: Changing the Way Social Workers Do Business, *Administration in Social Work*, 34:1, 79-95

Topics   The Use of Power (influence) in Supervision and Management
Supervision Frameworks
Dilemmas in the Use of Authority and Delegation
Organization Challenges for Prospering

Optional Reading

Bradach, Tierney & Stone (December 2009) Delivering on the Promise of Nonprofits. *Harvard Business Review* 88-97

Ford, J.D. & Ford, LW (April 2009) Decoding the Resistance to Change. *Harvard Business Review* 99-103

CLASS 6   *Financial and Technology Management in Human Service Organizations*

Required Reading

Text   ***The Social Worker as Manager. A Practical Guide to Success*** (Weinbach & Taylor)
Chapter 12: Financial and Technology Management, p 270-293

Articles   McFarland, Walter, (6/17/15) *Harvard Business Review Blog Network,* Managers in the Digital Age Need to Stay Human

Topics   Budget development and monitoring tools and practices
Organizational Financial Accountability
Technology tools for HSOs
Integrating technology into practice and service delivery; dilemmas and challenges

Optional Reading
None

CLASS 7   *Decision Making in Action: Team Presentations*

Required Reading

A Test of Leadership: Keeping Your Head in Stressful Times. *Wharton @ Work*. January 2009

Fox, Adrienne (March 2009) The Big Chill; Managing a Hiring Freeze. *HR Magazine* 29-33.

Gallo, Amy (11/26/13) *Harvard Business Review Blog Network,* Managing People on a Sinking Ship.

Krell, Eric (July 2009) Spreading the Workload. *HR Magazine 9-11*

Rim, Allison. *Harvard Business Review Blog Network* (11/26/13) Tips for Energizing Your Exhausted Employees.

Workplace Challenges: Managing Layoffs, and Motivating Those Left Behind: Knowledge@Wharton November 24, 2009 (http://knowledge.wharton.upenn.edu/article.cfm?articleid=2389)

CLASS 8   *Dynamics of Change in Human Service Organizations*

Required Reading

Text   ***The Social Worker as Manager. A Practical Guide to Success*** (Weinbach & Taylor)
Chapter 13: Other Important Management Responsibilities, p 295-313

Topics   Change Dynamics and Responsibilities to Individuals, Teams, Organization and Clients
Change Models
What is an Organizational Culture?

Articles   Benton, Amy D & Austin, Michael J (2010): Managing Nonprofit Mergers: The
Challenges Facing Human Service Organizations, *Administration in Social Work,* 34:5, 458-479

Ferrarzi, Keith (July-August 2014) Managing Change One Day at a Time. *Harvard Business Review* 23-25

Traphagan, John (4/21/15) *Harvard Business Review Blog Network*, Why "Company Culture" Is a Misleading Term

Optional Reading

Monica Nandan, Manuel London & Tricia Bent-Goodley (2015) Social Workers as Social Change Agents: Social Innovation, Social Intrapreneurship, and Social Entrepreneurship, Human Service Organizations Management, Leadership & Governance, 39:1, 38-56, http://dx.doi.org/10.1080/23303131.2014.955236

CLASS 9 Recruitment, Hiring and On-Boarding in Human Service Organizations

NOTE: STUDENTS SHOULD BRING A COPY OF A JOB DESCRIPTION FROM THEIR AGENCY TO CLASS.

Required Reading

Text   ***First, Break All the Rules. What the World's Greatest Managers Do Differently?*** Buckingham and Coffman. Chapter 3: Select for Talent 71-105 and Chapter 7: The Art of Interviewing for Talent 211-221

Articles   Capelli, Peter(October 2013) HR for Neophytes *Harvard Business Review* 25-27

Silverman, Ed. (January 2015) Organizational Awareness: A Missing Generalist Social Work Competency. *Social Work* 60:1 93-95

Stibitz, Sara (5/22/15) *Harvard Business Review Blog Network*, How to Get a New Employee Up to Speed.

Topics   The "Employment Contract"
Human Services Organization Performance Requirements.
Recruitment & Staff Selection
Behavioral Interviewing, Staff Development and Succession Planning

Optional Reading

Bower, Joseph (November 2007) Solving the Succession Planning Crisis by Growing Inside-Out Leaders. *Harvard Business Review* 90-96

CLASS 10   Frameworks and Skills for Performance Feedback and Appraisal

Required Reading

Text   ***The Social Worker as Manager. A Practical Guide to Success*** (Weinbach & Taylor) Chapter 10: Promoting Professional Growth 223-254

First, Break All the Rules. What the World's Greatest Managers Do Differently Buckingham and Coffman. Chapter 4: Define the Right Outcomes Chapter 5: Focus on Strengths 109-174

Articles   Buckingham, Marcus (12/3/13) *Harvard Business Review Blog Network* What if Performance Management Focused on Strengths?

Buckingham, M. & Goodall, Ashley (April 2015) Reinventing Performance Management *Harvard Business Review* 41-50

Goldsmith, Marshall. Try Feedforward Instead of Feedback, Adapted from *Leader to Leader* (Summer 2002) http://www.marshallgoldsmithlibrary.com/cim/articles_print.php?aid=110[12/26/2011

Robert F. Richardson II (2010): 360-Degree Feedback: Integrating Business Know-How with Social Work Values, *Administration in Social Work*, 34:3, 259-274

Topics   Dynamics in the Performance Appraisal and Development Process
Skills for the Performance Appraisal Meeting
Giving and Receiving Feedback

Optional Reading

Buckingham, Marcus. (11/19/13) *Harvard Business Review Blog Network* Trouble with the Curve? Why Microsoft is Ditching Stack Rankings.

Ranking Employees: Why Comparing Workers to Their Peers Can Often Backfire: Knowledge@Wharton (http://knowledge.wharton.upenn.edu/article.cfm?articleid=2567) September 18, 2010

Should Performance Reviews Be Fired? Knowledge@Wharton (http://knowledge.wharton.upenn.edu/article.cfm?articleid=2760) April 27, 2011

CLASS 11   Frameworks, Skills and Dilemmas in Performance Management

Required Reading

Text   ***The Social Worker as Manager. A Practical Guide to Success*** (Weinbach & Taylor) Chapter 11: Managing Staff Problems, 255-269

Articles   Center for Creative Leadership Newsletter (June 2009) 10 Techniques to Handle Conflict Sujansky, J.

Davey, Liane (6/9/14) *Harvard Business Review Blog Network.* Managing Two People Who Hate Each Other

Don't Mention It: How 'Undiscussables' Can Undermine an Organization: Knowledge@Wharton (http://knowledge.wharton.upenn.edu/article.cfm?articleid=2921) December 20, 2011

Gallo, Amy (8/29/13) *Harvard Business Review Blog Network* How to Manage Someone You Don't Like.

Lipman, Joanne *(*12/17/13) *Harvard Business Review Blog Network*. The Fine Art of Tough Love

Zenger, Jack & Folkman, Joseph (1/15/14) *Harvard Business Review Blog Network*. Your Employees Want the Negative Feedback You Hate to Give

Topics   Dynamics of Management Controls
Skills for "Difficult Conversations"
Correcting Actions
Values and Ethics in the Workplace

Optional Reading

Tietjen, William (1993) Managing the Difficult Situation with an Employee. *Management Briefing. American Hospital Association* 1-7

CLASS 12   *Diversity & Cultural Competence in the Workplace*

Required Reading

Text   ***The Social Worker as Manager. A Practical Guide to Success*** (Weinbach & Taylor) Chapter 8: Fostering and Managing Staff Diversity 190-201

Articles   Beavers, Herman (November 14, 2006) Conjugating Diversity. www.upenn.edu/almanac

Hayes, Julie. (November-December 2012) Is the Non-Profit Sector Doing Enough for Diversity? *Profiles in Diversity Journal* 22-23

Jeanne A. Saunders, Motier Haskins & Matthew Vasquez (2015) Cultural
Competence: A Journey to an Elusive Goal, Journal of Social Work Education, 51:1, 19-34
http://dx.doi.org/10.1080/10437797.2015.977124

Michàlle E. Mor Barak (2015) Inclusion is the Key to Diversity Management, but
What is Inclusion? Human Service Organizations Management, Leadership & Governance, 39:2, 83-88,
http://dx.doi.org/10.1080/23303131.2015.1035599

Topics   Definitions and Models for the Inclusive Workplace
Dynamics of the Inclusive Workplace at the Individual and Organizational Level
Ethical Frameworks for Workplace Diversity
Cultural Competence

Optional Reading
None

CLASS 13 *Personal and Professional Transitions to Supervisory and Management Roles*

Required Reading

Articles   David, S & Congleton, C. (November 2013). Emotional Agility. *Harvard Business Review* 125-128

Fryer, Browyn (9/18/13) *Harvard Business Review Blog Network* The Rise of Compassionate Management (Finally).

Kanter, R.M. (11/21/13) *Harvard Business Review Blog Network* What Inexperienced Leaders Get Wrong (Hint: Management).

Merchant, Nilofer (11/8/13) *Harvard Business Review Blog Network* The First Step to Being Powerful.

Michael J. Austin, Kate Regan, Suzanne Gothard & Sarah Carnochan (2013)
Becoming a Manager in Nonprofit Human Service Organizations: Making the Transition from Specialist to Generalist, *Administration in Social Work*, 37:4, 372-385, DOI: 10.1080/03643107.2012.715116
http://dx.doi.org/10.1080/03643107.2012.715116

Topics   Establishing clarity in one's social work professional identity
Transferability of social work skills to supervision and management responsibilities
Ethics, Integrity and Responsibility

Optional Reading

More than Job Demands or Personality, Lack of Organizational Respect Fuels Employee Burnout (November 15, 2006) *Knowledge @Wharton* 1-4

O'Toole, J. & Bennis, W. (June 2009) What's Needed Next: A Culture of Candor, *Harvard Business Review* 54 - 61

CLASS 14   Professional Development Map: Direct/Macro/Other

Required Reading

Articles   Bregman, Peter (8/8/13) Harvard Business Review Blog Network A Question that Can Change Your
Life

Michael J. Austin, Kate Regan, Mark W. Samples, Sara L. Schwartz & Sarah
Carnochan (2011): Building Managerial and Organizational Capacity in Nonprofit Human Service Organizations through a Leadership Development Program, Administration in Social Work, 35,258-281

Koloc, Nathaniel (8/5/13) Harvard Business Review Blog Network Build a Career Worth Having.

Optional Reading
Pritzker, S & Applewhite, S.R Going "Macro": Exploring the Careers of Macro Practice. *Social Work* (2015) doi: 10.1093/sw/swv019 1-9

Topics   Transition to Management Roles Today
Final Evaluation of Course and Instructor