RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
MAIN COURSE SYLLABUS
Course number: 19:910:540

Supervision and Consultation

Term:
Instructor:
Email:
Office hours: (by appointment)

I.   Catalog Course Description

Analysis of supervisory roles in human service organizations. Covers the three functions of supervision - supportive, educational, and administrative. A course designed primarily for the first-line supervisor but covers concepts and theories applicable to general supervision and management.

II.   Course Overview

This advanced elective prepares students for the role of supervisor in human service organizations with particular emphasis on the supervision of social workers providing direct service to clients. Theoretical and technical approaches to the educational, administrative, and supportive functions of the supervisor, as well as issues of monitoring and evaluating worker performance, are addressed. Issues posed by differences in gender identity, age, race, ethnicity, and sexual orientation between supervisor and worker are also addressed.

As students read through this syllabus, they should also remember to closely review the School-Wide Syllabus in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

III.   Place of Course in Program

This course is an advanced-year elective. The prerequisite is satisfactory completion of the Professional Foundation Year.

IV.   Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the

2022 CSWE competencies within its curriculum. The competencies assessed in this course include:

Competency 1: Demonstrate Ethical and Professional Behavior

Social work practitioners engaged in management and policy are fully familiar with the NASW code of ethics and understand how that code applies to their specific professional endeavors and behaviors. They understand the role of an organizational and policy leader as an articulator of organizational and community values. They are fully aware of practices that may constitute a conflict of interest and how to avoid them and are proficient in managing their affective reactions and setting and maintain boundaries in their relationships with clients, supervisees, supervisors, volunteers and contractors. They treat organizational employees and property with respect and are able to model ethical behavioral and mentor others in adhering to ethical principles. Social work practitioners focused on management and policy understand the ethical implications of current and emerging technologies within the larger organizational and policy context. They recognize how their personal values may enhance or hinder their ability to work effectively within the context of an organization and implement policies and procedures of that organization. Practitioners of Social Work in Management and Policy:

- Use critical thinking to apply the NASW code of ethics to analyze ethical issues related to management and policy;
- Identify personal values that enhance or hinder one's ability to work effectively within an organization and use supervision to examine these values; and
- Use electronic records and other emerging technologies ethically within a larger management and policy context; assure confidentiality of client data; and appropriately use informed consent in interventions.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Clinical social workers understand how racism and oppression impact clients, families, groups, and communities. They also acknowledge the pervasive impact of white supremacy on the human rights, health, and well-being of clients, and use their knowledge, awareness, and skills to engage in anti-racist clinical practices. They recognize how the intersectionality of factors (including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status) influence clients' presenting concerns and affect equity and inclusion in all aspects of society. Clinical social workers understand how dimensions of diversity affect client explanations of health/mental health, help-seeking behaviors, and the therapeutic relationship. Practitioners in clinical social work value cultural strengths and tailor their engagement strategies, assessment tools, and interventions to meet the diverse needs of their clients. Clinical social workers monitor their biases, reflect on their own cultural beliefs, and use and apply their knowledge of human rights, ADEI, and complex health/mental health delivery systems to enhance client well-being. Clinical social workers recognize the need to conceptualize cases using an intersectional perspective and to identify their clients' strengths and resiliencies, while learning to critically evaluate their own family history, privilege, and

social locations. In presenting case material, clinical social workers integrate anti-racist and anti-oppressive stances and attend to clients' experiences of racism and oppression while also working to avoid undue pressure or use of power over clients. Practitioners in clinical social work:

- Identify how human rights violations, racism, oppression, and white supremacy impact the health and well-being of clients, families, groups, and communities; they rely on their knowledge, awareness, and skills to engage in anti-racist clinical practices and other ADEI efforts.
- Recognize how the intersectionality of factors (including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status) influence clients' presenting problems and affect equity and inclusion in all aspects of society, including clients' health and mental health care choices.
- Demonstrate awareness of one's intersectionality and cultural background and reflect on how these factors may impact one's practice and the therapeutic relationship.
- Use clinical supervision to address personal and cultural biases and increase self-awareness.
- Use research findings, clinical theories, practice models, and literature on human rights, anti-racist practices, diversity, equity, and inclusion to develop a holistic understanding of client systems and circumstances.
- Apply the various models of clinical practice in ways that are culturally relevant to diverse and oppressed groups.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social work practitioners engaged in management and policy practice often work in leadership roles in organizations that deliver social welfare, healthcare, education and human services or promote policy innovations in these areas. They understand the nature, process and value of community engagement in order to tailor the services provided to meet the needs and aspirations of the various communities served, to make those services culturally competent and accessible for community members; to promote participatory processes as appropriate; and, to foster a sense of partnership between the organizations and the communities served. They can identify the structure, composition and general membership characteristics of the client, geographic, political and professional communities in which they operate and engage with these communities. Social workers engaged in management policy practice reflect on the reasons why they could and could not engage effectively with individuals, families, groups, organizations and communities, and document the lessons learned, to ensure successful provisions of services in their future endeavors. Practitioners of Social Work in Management and Policy:

- Observe, support, and/or participate with organizational leadership in efforts to establish a dialogue with key members of the relevant communities and constituencies being served, with the ongoing intention of obtaining community and stakeholder input and facilitating community empowerment;

- Promote an organizational culture that values and rewards community engagement and service by its staff; and
- Identify and promote organizational practices that affirm the inclusion of community members across organizational levels including those of governance, management, staff and volunteers.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social work practitioners engaged in management and policy practice have developed the capacity to organize, manage and support efforts relative to assessing the needs of diverse individuals, families, groups, organizations and communities. They have the skills to develop and implement organizational, program and policy evaluations; and to create program and strategic plans to meet the current and future needs of the populations served by the organizations, the organization itself and the communities that are impacted, given the rapid and ongoing growth and change in policy, finance, client demographics, use of technology and other factors. Practitioners of Social Work in Management and Policy:

- Observe and/or contribute to organizational efforts to assess its relationship to its environment, including the emerging internal and external forces affecting the organization (i.e. community needs assessments, resource inventories, environmental scans, et al.);
- Are able to engage in self-reflection to identify and counter one's own prejudices and stereotypes in the assessment process;
- Contribute and add value to the development and implementation of program, organization, or community-wide planning processes designed to position the organization for efficacy in realizing program and organizational missions and goals; and
- Incorporate ongoing organizational and program evaluation and assessment in the analysis and management of program and planning processes.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social worker practitioners engaged in management and policy practice design and manage the delivery of services and interventions targeted to individuals, families, groups, organizations and communities. This may involve recruiting and retaining an adequate workforce; securing and managing the necessary funds and resources to support the intervention; partnering and collaborating with outside organizations; applying appropriate applications of information technology to support clients, staff and management; assuring services are culturally competent; and exercising the initiative and leadership to build an organizational culture that recognizes and rewards professionalism along with policies and programs that further social justice.

Practitioners of Social Work in Management and Policy:

- Observe, identify, lead, and/or support core management functions such as strategic management, human resource management, budget and finance, and information technology in an organizational context;

- Identify and /or apply the concepts, practices and styles of organizational and community leadership, and can assess their own strengths and limitations in these regards;
- Observe, communicate, and work – as appropriate - with organizational and/or community governance and advisory structures;
- Contribute positively as a member of a team conducting marketing and fundraising activities including grant-writing, creating a culture of philanthropy within an organization or community, and serving as stewards of donated resources; and
- Identify how leadership may be used to anchor the mission, vision and values within an organization; and motivate board members, volunteers, and employees to fulfill their roles in accordance with organizational missions and goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social worker practitioners engaged in management and policy practice must understand the value, importance and methods of evaluation of interventions with individuals, families, groups, organizations and communities. They apply critical thinking to design, craft and employ various methods and interpret results to enhance the quality and efficacy of the organization's programs and services. They are also knowledgeable as to the existence of evidence informed services and advocate for the use of these when appropriate. Social workers engaged in management policy practice have the skills to evaluate practice with individuals, families, groups, organizations, and communities or identify qualified third parties to do such evaluation. They can reflect on the processes used to collect and analyze evaluation data, including unexpected results, and can present these findings in a non-judgmental manner to board members and other constituents. Practitioners of Social Work in Management and Policy:

- Can identify, critically assess, and employ various methods of program evaluation;
- Apply critical thinking to the interpretation of evaluation data in a manner that contributes to and enhances the quality and efficacy of services; and
- Translate and present evaluation data to various stakeholders/audiences.

Explore the entire set of 2022 CSWE competencies.

V.   Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic, and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

Upon completion of this course, students will be able to:

- Learn the purpose and function of supervision in organizational contexts with clients, workers, and the social work profession in both a clinical and managerial context.

- Demonstrate the ability to identify and perform the educational, supportive, and administrative roles performed by supervisors.
- Be able to identify and diagnose the problems and stresses that accompany the transition from social work practitioner to social work supervisor.
- Demonstrate skills in analyzing and solving supervisory problems.
- Demonstrate an understanding of the principles associated with the assignment and delegation work and the monitoring and evaluation of the performance of workers.
- Learn how variations in age, gender, race, and sexual orientation affect supervisory perceptions and practice.
- Learn how to incorporate social work values and ethics into supervisory practice and to exercise leadership in a supervisory context.
- Demonstrate an understanding of confidentiality and privacy principles related to social work practice.

VI.   Required Texts and Readings

Kadushin, A. & Harkness, D. (2014). Supervision in Social Work (5th ed.). New York: Columbia University Press.

Available for purchase at the Rutgers University Bookstore and online in the Rutgers library.

VII.   Course Attendance and Participation Policies

Please refer to the school-wide syllabus for the standard attendance policy for classes in on-the-ground (traditional) program, intensive weekend program (IWP), and asynchronous online program.

Students are expected to attend all classes, having read assigned materials, and to be fully prepared for class discussions and assigned class activities. **Attendance is required**.

This course is taught in a variety of teaching and learning methods which will be utilized throughout the semester. They include, but are not limited to: lectures, online threaded discussions, videos, class presentations, and role plays.

1. Sessions will be conducted primarily on an interactive discussion basis, which incorporates readings.
2. Students will be expected to share incidents from their professional and/or practicum experience, which reflect effective or ineffective supervisory performance with the application of conceptual course material to the incident.
3. Students will be expected to participate in class exercises including role plays, threaded discussions, case analyses, and case presentations.
4. A mid-term examination will be required.

5. A class presentation will be assigned.
6. For a final assignment, there will be a term paper of <u>8-10 pages</u>, focusing on either:

An analysis of the behavior and performance of an actual supervisor whose practice is known to the student.

A full elaboration on one of the topics in the course outline (the instructor's prior approval of the specific topic is required).

Additional details as to the assignments will be provided to students as the semester progresses.

Late Work

All assignments are to be completed by scheduled due dates. Late assignments will be accepted only with prior approval from the instructor and may be subject to reduction in grade.

VIII. Assignments and Grading

All written assignments **must** follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not confirm to APA format.

Grades for Supervision and Consultation will be based on the following:

- Class participation: 10%
- Midterm Exam = 30%
- Class Presentation = 20% (to be assigned)
- Final Paper = 40%

IX. Course Evaluation

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

X. Course Outline

Unit 1: OVERVIEW OF SUPERVISION IN SOCIAL WORK PRACTICE

Module 1: Introduction of course and participants, review of course objectives, requirements, and assignments

Learning Objective:

- Familiarize students with the structure and expectations of the course, as well as the individuals involved.
- Gain a clear understanding of the course objectives, requirements, and assignments to effectively navigate and succeed in the course.

- NO READINGS ASSIGNED

Module 2: Overview of the ecology, history, ethics, principles, and models of supervision

Learning Objective:

- Gain a comprehensive understanding of the foundational elements of supervision, including its ecological context, historical development, ethical considerations, guiding principles, and various models.
- Explore the interconnectedness between supervision and its broader ecological context.
- Examine the evolution of supervisory practices over time and critically evaluate their implications for contemporary social work and human service settings.
- Analyze the ethical dimensions inherent in the supervisory relationship, emphasizing the importance of ethical decision-making and professional conduct.

Required Readings

Dolgoff, R. (2005) An Introduction to Supervisory Practice in the Human Services. Boston: Pearson Education, Inc. Chapter 3, pp. 24-38.

Kadushin and Harkness - Chapter 1

Stanley, T. (2011). "Being an Extraordinary Supervisor". Supervision 72 (11). p.8-11.

Module 3: Overview of the ecology, history, ethics, principles, and models-Part 2

Learning Objective:

- Analyze the ethical dimensions inherent in the supervisory relationship, emphasizing the importance of ethical decision-making and professional conduct.

- Familiarize oneself with different theoretical frameworks and models of supervision, including their underlying principles, assumptions, and practical applications in diverse organizational contexts.

Required Readings

Kadushin and Harkness Chapter 7

NASW CODE OF ETHICS (2019) - available online at [www.naswdc.org] - discussion on ethics with class participation related to supervision and consultation.

Stanley, T. (2008). "Ethics in Action". Supervision 69 (4). P.14-16.

UNIT 2: TYPES OF SUPERVISION

Module 4: Administrative Functions of Supervision

Learning Objective:

- Develop a comprehensive understanding of the administrative functions of social work supervision, encompassing the roles, responsibilities, and competencies required for effective leadership and management in social service organizations.
- Explore the intersection between administrative supervision and the broader organizational context, including issues related to organizational structure, policy implementation, resource allocation, and decision-making processes.
- Examine the key components of administrative supervision, such as recruitment, hiring, performance evaluation, staff development, and conflict resolution, within the context of human service organizations.
- Analyze the role of administrative supervision in promoting organizational effectiveness, employee productivity, and client outcomes, while ensuring adherence to ethical and legal standards.
- Develop practical skills and strategies for addressing administrative challenges and opportunities in social work practice, including the effective management of personnel, budgetary resources, and programmatic initiatives.

Required Readings

Cheme, F. ((2016). "Hiring So You Won't be Firing". Supervision 77 (11). P. 9-11

Dolgoff (2005).Chapter 9 & 14 pp. 103-119 & pp. 167-182

McClatchy, S. (2013). "Hiring the Best". Supervision 74 (10), p. 16-17.

Weinbach, R. (2008). The Social Worker as Manager: A Practical Guide to Success. Boston: Pearson. Chapter 7, p. 163-195.

Lindo, D. (2010) "New Employee Orientation is Your Job". Supervision 71 (9) P. 15.11-15.

Module 5: Educational Functions of Supervision

Learning Objective:

- Develop a thorough understanding of the educational functions of supervision within the context of social work and human service practice, including the roles, responsibilities, and techniques employed to facilitate professional growth and development.
- Explore the intersection between supervision and adult learning principles, recognizing the importance of creating supportive and conducive learning environments for supervisees.
- Examine the various methods and strategies used in educational supervision, such as clinical supervision, reflective practice, feedback mechanisms, and skill-building exercises, to enhance supervisee competency and effectiveness.
- Analyze the role of supervision in promoting ongoing professional development, lifelong learning, and competency attainment for social work practitioners across diverse practice settings and populations.
- Develop practical skills and techniques for providing constructive feedback, facilitating self-reflection, and fostering a culture of continuous learning and improvement within the supervisory relationship.

<u>Required Readings</u>

Forte, J. (2018). "Give Feedback to Get Performance" Supervision 79 (1) P. 9-11
Golensky, M. (2013). "I've Been Thinking About…Performance Reviews" Nonprofit World, 31 (1), p. 8-
Kadushin and Harkness Chapters 2 & 3
Outlaw, D. (2015). "Motivate Workers with Training Opportunities" Nonprofit World, 33 (37), P. 14-15
Stanley, T., (2012). "Delegating for Success". Supervision 73 (4), P. 7-10).
Stanley, T. (2014). "Poor Performance and Due Process Supervision 75(10) p. 9- 12.

Module 6: Topics: Supportive Supervision, Volunteer Supervision, Group Supervision, and Supervisory Style and Technique

Learning Objectives:

- Gain a comprehensive understanding of various specialized aspects of supervision, including supportive supervision, volunteer supervision, group supervision, and different supervisory styles and techniques.
- Examine the principles and best practices of supportive supervision, emphasizing the importance of creating a nurturing and empowering environment that promotes professional growth, job satisfaction, and staff well-being.

- Analyze strategies and approaches for effectively supervising volunteers, including recruitment, training, ongoing support, and recognition, to maximize their contributions and enhance organizational effectiveness.
- Explore the dynamics of group supervision, including facilitation techniques, group process considerations, and ethical considerations, to promote collaboration, learning, and peer support among supervisees.

<u>Required Readings</u>

Hernandez, B., Stanley, B. & Miller, L. (2014). "Job Embeddedness and Job Engagement: Recommendations for a Supportive Social Work Environment". Administration in Social Work 38 (4) p. 336-347
Rafe, S. (2013). "Motivating Volunteers to Perform". Nonprofit World 31 (5), p. 18-19.
Kadushin and Harkness - Chapters 6 and 9
Kaufman, R. (2017). "How to Harness the Power of Praise". Supervision 78 (9) p.13-15.

UNIT 3: ORGANIZATIONAL CULTURE AND CLIMATE

Module 7: Diversity and Inclusion in Supervision

Learning Objectives:

- Develop a deep understanding of diversity and inclusion within the context of supervision, recognizing the importance of fostering culturally responsive and equitable supervisory practices.
- Explore the intersectionality of diversity factors, including race, ethnicity, gender, sexual orientation, age, ability, religion, and socio-economic status, and their impact on supervisory relationships and outcomes.
- Examine the role of power, privilege, and oppression in supervision, recognizing the potential for bias, discrimination, and microaggressions, and strategies for promoting equity and social justice.
- Analyze the principles and best practices of culturally competent supervision, including self-awareness, cultural humility, intersectional analysis, and the promotion of inclusivity and belonging.
- Investigate strategies and interventions for addressing diversity-related challenges and conflicts in supervision, including communication skills, conflict resolution techniques, and the creation of inclusive environments.
- Reflect on personal biases, assumptions, and cultural identities, and their implications for supervisory practice, demonstrating a commitment to ongoing self-reflection and cultural competence development.

<u>Required Readings</u>

Houlihan, A. (2016). "The New Melting Pot: Effectively Lead New Generations in the Workplace". Supervision 77 (6). P.3-5. *

Lusk, M., Terrazas, S. & Salcido, R. (2017). "Critical Cultural Competence in Social Work Supervision" Human Services Organizations: Management, Leadership & Governance. 41 (5) p.464-476.

Brimhall, K. & Barak,M. (2018). "The Critical Role of Workplace Inclusion in Fostering Innovation, Job Satisfaction and Quality of Care in a Diverse Human Service Organization". Human Service Organizations: Management. Leadership & Governance, 42 (5) p.474-49

Module 8: Maintaining a Harassment and Discrimination-Free Work Environment

 Class Presentations Begin

Learning Objectives:

- Develop a comprehensive understanding of harassment and discrimination laws, policies, and best practices within the workplace, emphasizing the importance of creating and maintaining a safe and respectful work environment for all employees.
- Explore the various forms of harassment and discrimination, including but not limited to those based on race, ethnicity, gender, sexual orientation, age, disability, religion, and national origin, and their impact on individuals and organizations.
- Examine the legal and ethical obligations of employers and supervisors in preventing, addressing, and remedying harassment and discrimination in the workplace, including the role of organizational policies, reporting procedures, and employee training.
- Analyze the dynamics of power, privilege, and systemic oppression that contribute to harassment and discrimination, and strategies for promoting equity, diversity, and inclusion within the workplace.
- Reflect on personal biases, assumptions, and responsibilities as supervisors or organizational leaders in promoting a culture of respect, dignity, and accountability, and fostering an inclusive and supportive work environment for all employees.

Required Readings

Nefer, B. (2008). "Supervising Friends: A Delicate Balance". Supervision 69 (10). P. 12-14.

Zachary, M (2018) "Addressing Forms of Workplace Violence – Assaults and Abusive Behavior". Supervision 79 (10) p. 1-11

Shier, M., Nicholas, D., Graham, J. & Young, A. (2018). "Preventing Workplace Violence in Human Services Workplaces: Organizational Dynamics to Support Positive Interpersonal Interactions Among Colleagues". Human Services Organizations: Management, Leadership & Governance, 42 (1) p.4 – 18.

Module 9: Supporting Health and Well-Being

Mid-Term Take Home Examination Due

Learning Objective:

- Develop a comprehensive understanding of the importance of supporting health and well-being in the workplace, recognizing the interconnectedness between employee well-being, organizational effectiveness, and client outcomes.
- Explore the various factors that contribute to health and well-being, including physical, mental, emotional, and social dimensions, and their impact on job performance, job satisfaction, and overall quality of life.
- Examine the role of supervisors and organizational leaders in promoting a culture of health and well-being, including strategies for fostering work-life balance, stress management, resilience, and self-care among employees.
- Analyze the impact of job-related stress, burnout, and compassion fatigue on human service workers, and strategies for preventing, identifying, and addressing these occupational hazards within a supervisory context.

Required Readings

Lizano, E. (2015).” Examining the Impact of Job Burnout on the Health and Well-Being of Human Service Workers: A Systematic Review and Synthesis”. (2015). Human Services Organizations: Management, Leadership & Governance. 39 (3) p.167-181.
Bell, R. (2010). "A Three Step Process to Save Troubled Employees from Themselves." Supervision 71 (11). P.3-6.

Session 10: Supporting Health and Wellbeing-Part 2

- Learning Objective: Develop a comprehensive understanding of the unique dynamics and considerations of supervising volunteers within human service organizations.
- Explore the roles, responsibilities, and expectations of supervisors in effectively managing and supporting volunteers to maximize their contributions and impact.
- Examine strategies for recruiting, selecting, and onboarding volunteers, including assessing their skills, interests, and availability, and matching them with appropriate roles and responsibilities.
- Analyze the importance of providing ongoing support, supervision, and feedback to volunteers, including training opportunities, performance evaluations, and recognition initiatives.

Required Readings

Brudney, J. & Meijs, L. (2014). "Models of Volunteer Management: Professional Volunteer Management in Social Work". Administration in Social Work 38 (3) p. 297-309.
Ramsey, R. (2013). "Supervising Volunteers is Different". Supervision 74 (12), p. 3-5.
Stanley, T. (2011). "Watch out for Job Burnout". Supervision 72 (9) p. 9-12.

UNIT 4: SUPERVISION AS A LEADER NOT A MANAGER

Mid-Term Take Home Examination Due

Session 11: The Supervisor as Leader

Learning Objectives:

- Develop a comprehensive understanding of the supervisor's role as a leader within human service organizations, including the key responsibilities, competencies, and challenges associated with leadership in a supervisory context.

- Explore different leadership styles, theories, and models, as presented in the required readings by Benzel, Goleman, Kumlie & Kelly, Evans & Barone, and Fisher, and their implications for effective supervision and organizational performance.
- Examine the importance of emotional intelligence (EQ) in leadership, as discussed in the required readings by Evans & Barone, and Goleman, and its impact on interpersonal relationships, team dynamics, and organizational culture.
- Reflect on personal leadership strengths, weaknesses, and development areas, and identify opportunities for growth and improvement in leading and managing others within a supervisory role.

Required Readings

Benzel, D. (2008). "Lead Through Listening". Supervision 69 (6). P.14-15.*
Goleman, D. (2000). "Leadership That Gets Results". Harvard Business Review, 78 (2): 78-90.
Kumlie, J. & Kelly, N. (2018). "Leadership Versus Management". Supervision 79 (1), P.6-8.
Evans, N. & Barone, M. (2016). "Innovative Leadership: Why EQ is as Important as IQ". Supervision 77 (10). P. 3-5.
Fisher, E. (2009). "Motivation and Leadership in Social Work Management: A Review of Theories and Related Studies". Administration in Social Work 33 (4). P. 347-367.

REVIEW FINAL PAPER ASSIGNMENT

Session 12: Administrative Effectiveness, Time Management, Supervision in Various

Practice Settings

Learning Objectives:

- Develop a comprehensive understanding of administrative effectiveness principles and techniques within the context of social work supervision, including the roles, responsibilities, and competencies required for effective administrative leadership.
- Explore strategies for optimizing time management and organizational skills as a supervisor, recognizing the importance of prioritization, delegation, and resource allocation in maximizing productivity and efficiency.

- Analyze the impact of organizational structure, culture, policies on supervision and leadership effectiveness, and strategies for navigating bureaucratic systems, promoting innovation, and achieving organizational goals.
- Reflect on personal administrative strengths, weaknesses, and development areas, and identify opportunities for growth and improvement in administrative effectiveness, time management, and supervisory practice within specific practice settings.

Required Readings

Mathis, R. (2013). "The Organized Supervisor: Four Steps to Better Organization." Supervision 74 (5), P.24-26.
Ramsey, R. (2016). "Ten Ways Supervisors Get More Done". Supervision 77 (12). P.17-19.
Summers, N. (2010). Managing Social Service Staff for Excellence: Five Keys to Exceptional Supervision. Hoboken, NJ: John Wiley and Sons. Chapter 4, P. 55-73.

Session 13: Labor Issues in Supervision

Learning Objectives:

- Develop a comprehensive understanding of labor issues and their implications for supervision within human service organizations, including the legal, ethical, and practical considerations involved.
- Explore key concepts and principles of human resource management, as presented in the required readings by Mathis & Jackson, focusing on topics such as labor relations, collective bargaining, and employee rights and responsibilities.
- Examine the role of unions in the workplace and the responsibilities of supervisors in managing unionized employees.
- Analyze relevant labor laws and regulations, as introduced in the required readings, and their impact on employment practices, supervisory decision-making, and organizational compliance.

Required Readings

Mathis, R.L. & Jackson, J.H. (2011). Human Resource Management. Cincinnati, OH: South-Western College Publishing Chapters 5 & 16. *
Stanley, T.' (2010). "Union Stewards and Labor Relations" Supervision 71 (2). P. 3-6.
Zachary, M. (2009). "Labor Law

UNIT 5-REFLECTIONS ON SUPERVISION, MANAGEMENT, AND LEADERSHIP

Session 14: Class Presentations Begin

Final Paper Due

Session 15: Class Presentations

Final Thoughts