

Leadership and Project Management in Social Work Field Education

An Annotated Bibliography 2021



Transforming the Field
Education Landscape

ACKNOWLEDGEMENTS

The Transforming the Field Education Landscape (TFEL) project, funded by the Social Sciences and Humanities Research Council of Canada's (SSHRC) partnership grant program, aims to better prepare the next generation of social workers in Canada by creating training and mentoring opportunities for students, developing and mobilizing innovative and promising field education practices, and improving the integration of research and practice in field education.

ANNOTATED BIBLIOGRAPHY AUTHORS

Julie Drolet (TFEL Program Director)

Wasif Ali (TFEL Postdoctoral Scholar)

Nicole Brown (University of Calgary, Research Assistant)

Ellen Mi (University of Calgary, Research Assistant)

SUGGESTED CITATION

Transforming the Field Education Landscape (TFEL). (2021). *Leadership and project management in social work field education: An annotated bibliography*. University of Calgary, AB: Authors.

CONTACT

Dr. Julie Drolet, Professor & TFEL Project Director, Faculty of Social Work, University of Calgary,
3-250, 10230 Jasper Avenue, Edmonton, Alberta, T5J 4P6, Canada
jdrolet@ucalgary.ca

PURPOSE AND METHODS

The purpose of this annotated bibliography is to understand the importance of leadership and project management in social work field education.

The search was conducted using the University of Calgary library online library system. A review of titles and abstracts was conducted, and 32 articles were considered relevant for this annotated bibliography on leadership and project management in social work field education. Below are the details about search criteria.

Database Search, Keywords and Modifications

Database	Keywords	Search Modifications
Academic Search Complete	<ul style="list-style-type: none"> • "Leadership AND "social work" AND field education or field placement or practicum" 	<ul style="list-style-type: none"> • 2011-2021 • English language • Peer reviewed
CINAHL	<ul style="list-style-type: none"> • "Leadership AND "social work" AND field education or field placement or practicum" 	<ul style="list-style-type: none"> • 2011-2021 • English language • Peer reviewed
Google Scholar	<ul style="list-style-type: none"> • "Leadership in social work" • "Leadership" "social work" • "Project management" "social work" • "Social work project management" • "Organization of projects in social work" • "Leadership in social work field education" • "Project management in social work field education" 	<ul style="list-style-type: none"> • 2011-2021
Social Work Abstracts	<ul style="list-style-type: none"> • "Leadership AND "social work" AND field education or field placement or practicum" 	<ul style="list-style-type: none"> • 2011-2021 • English language • Peer reviewed
SocINDEX	<ul style="list-style-type: none"> • "Leadership AND "social work" AND field education or field placement or practicum" 	<ul style="list-style-type: none"> • 2011-2021 • English language • Peer reviewed
University of Calgary Quick Search	<ul style="list-style-type: none"> • "Leadership in social work" • "Leadership" AND "social work" • "Project management" AND "social work" • "Social work project management" • "Organization of projects in social work" • "Leadership in social work education" • "Leadership" AND "social work" AND "field education" • "Project management" AND "social work" AND "field education" 	<ul style="list-style-type: none"> • 2011-2021 • English language • Peer reviewed

ANNOTATED BIBLIOGRAPHY

Ahlemann, F., El Arbi, F., Kaiser, M. G., & Heck, A. (2013). A process framework for theoretically grounded prescriptive research in the project management field. *International Journal of Project Management*, 31(1), 43-56. <https://doi.org/10.1016/j.ijproman.2012.03.008>

Prescriptive research is at the heart of the project management (PM) disciplines. For decades, researchers and practitioners alike have been searching for methodological solutions to practical project management problems. Scheduling methods or risk management methodologies are just two examples. Despite this long tradition of prescriptive research, PM methods suffer from a number of problems, such as a lack of acceptance in practice, limited effectiveness, and unclear application scenarios. In this article, we identify a lack of empirical and theoretical foundations as one cause of these deficiencies. Based on a review of existing PM literature and a thorough analysis of other successful prescriptive disciplines, we develop a framework designed to serve as a guideline for theoretically grounded prescriptive PM research. The framework outlines how theories and empirical investigations can help build applicable and useful prescriptive research results. We illustrate our framework by applying it to the case of the critical chain method. Our contribution is twofold: our research results can foster the discourse on methodological support for prescriptive PM research; it may also help set up viable prescriptive research designs.

Bliss, D. L., Pecukonis, E., & Snyder-Vogel, M. (2014). Principled leadership development model for aspiring social work managers and administrators: Development and application. *Human Services Organizations Management, Leadership & Governance*, 38(1), 5-15. <https://doi.org/10.1080/03643107.2013.853008>

There is an emerging trend in social work administration where many direct practice-oriented social work students get promoted after their graduation to supervisory or managerial

positions yet haven't mastered macro-level competencies during their social work education. This places these recent graduates in the untenable position of stepping into professional roles they didn't envision and might not be prepared for. This may inhibit their advancement in administrative hierarchies because they do not have the leadership/managerial qualifications that those from other professions have by virtue of their educational and practice experiences. The Principled Leadership Development Model addresses this gap by providing educators and administrators a generic template that can be used to create customized leadership development initiatives for social workers in their professional careers. The six integrated components of the model are discussed. A case example of the application of the model in creating a leadership development academy for post-graduate social workers in maternal and child health settings is presented.

Broadhurst, K., Hall, C., Wastell, D., White, S., & Pithouse, A. (2010). Risk, instrumentalism and the humane project in social work: Identifying the informal logics of risk management in children's statutory services. *The British Journal of Social Work*, 40(4), 1046-1064.

<https://doi.org/10.1093/bjsw/bcq011>

This paper addresses growing professional discontents with the increasing formalisation of social work practice exerted through systems of risk management and audit. Drawing on an ESRC-funded study of social work practices in children's statutory services, this paper provides a critique of instrumental approaches to risk management in social work. Through the discussion of three illustrative case examples, we argue that risk management is an inherently complex, contingent and negotiated activity. Social work practitioners are obliged to comply with risk reduction technologies, but informal processes continue to play a critical role in shaping decisions and actions in this relationship-based profession. From practitioner accounts, we identify key elements of the informal logics of risk management. We conclude

that the bureaucratic-instrumental bias manifest in the modernisation of children's services, in privileging metrics and administrative power leaves the informal and relational aspects of practice under-emphasised and under-theorised. Suggestions are made about how practice might be advanced in the complex world of child welfare and protection.

Brudney, J. L., & Meijs, L. C. (2014). Models of volunteer management: Professional volunteer program management in social work. *Human Service Organizations: Management, Leadership & Governance*, 38(3), 297-309. <https://doi.org/10.1080/23303131.2014.899281>

Several trends are leading to increased and broader involvement of volunteers in social work practice. As a consequence, social workers need to be able to manage volunteers in different settings, based on organizational/program factors and characteristics of the volunteers. Contemporary research on volunteer management can be divided into universalistic and contingency approaches. This article presents an overview of leading concepts in both perspectives and offers recommendations for social workers to select appropriate approaches to manage volunteers professionally across different contexts.

Cunningham, J., Salomone, J., & Wielgus, N. (2015). Project management leadership style: A team member perspective. *International Journal of Global Business*, 8(2), 27.

This study looked at six popular project management leadership styles across three industries to discover if there is a commonality in each industry as well as if the preferred methodology differs from industry to industry. The leadership styles researched were coaching, strategic, laissez-faire, bureaucratic, autocratic, and democratic. The three industries surveyed were healthcare, finance, and pharmaceuticals. Participants were made up of 61 employees (9 managers, 8 team leaders, and 44 team members) from the three industries. An electronic survey generated by Key Survey and using the Likert scale from one to five was sent to participants to complete within 48 hours. Data from the survey showed that all three

industries best identify with strategic and democratic leadership styles. The healthcare industry preferred strategic and coaching best, finance industry preferred strategic and democratic, and pharmaceuticals preferred strategic, coaching, and democratic styles almost equally. Bureaucratic leadership was proven to be the least preferred style across all three industries. This study also showed that there was a leadership style preference when broken down by gender. Males favored democratic while females favored strategic, showing alignment with the overall preferred styles across industries. Our study confirms that there are leadership style preferences across industries and that this preference can vary only slightly by industry and by gender.

Call, C. R., Owens, L. W., & Vincent, N. J. (2013). Leadership in social work education: Sustaining collaboration and mission. *Advances in Social Work, 14*(2), 594–612.

<https://doi.org/10.18060/3502>

Little research is available depicting how faculty members experience the leadership style of their academic leaders. This paper reports results from a qualitative analysis of responses of 233 social work faculty members from CSWE accredited programs to an open-ended question about how they experience the leadership style of their current academic unit heads. The analysis incorporates feminist and professional social work perspectives.

Cullen, A. F. (2013). 'Leaders in our own lives': Suggested indications for social work leadership from a study of social work practice in a palliative care setting. *The British Journal of Social Work, 43*(8), 1527-1544. <https://doi.org/10.1093/bjsw/bcs083>

In the context of calls for the social work profession to show leadership, this article reports a single site qualitative study in a specialist palliative care setting in England, which explored suggested similarities between social work practice and a recently developed model of 'servant and partner' leadership. The research showed that social workers demonstrated

integrity in their dealings with both service users and colleagues, in that they were both respectful and holistic. It indicated that social workers used insights gained by engaging at depth with service users to influence decision making within the multidisciplinary team of which they were members. By drawing on sophisticated and adaptive communication skills and genuinely valuing others' contributions, they enhanced the ability of the team to achieve proportionate responses to sensitive and complex situations. The article suggests that social workers in this setting exercised leadership, in the sense of influencing the practice of others at the level of individual cases and more generally, and that this was achieved by practices that were based in established theoretical models of social work.

Ewin, N., Chugh, R., Muurlink, O., Jarvis, J., & Luck, J. (2021). Empathy of project management students and why it matters. *Procedia Computer Science*, 181, 503-510.

<https://doi.org/10.1016/j.procs.2021.01.196>

Empathy's role in developing relationships suggests its potential as a key skill for project managers leading teams and managing stakeholders. What is perhaps less well recognized in project management is the role empathy can play in ensuring sustainability within a competitive work market and in ensuring resilience and wellbeing. The Davis Interpersonal Reactivity Index (IRI), which measures self-reported empathy against four dimensions including perspective taking (PT), empathic concern (EC), personal distress (PD) and fantasy scale (FS), was used to measure empathy levels of Australian Master of Project Management students. Students subsequently shared their views of empathy in project management. The empathy scores were compared to those of students from other disciplines reported in the literature including health professions of medical, nursing and midwifery, animal science, and criminal justice students. The results suggest that relative to other student cohorts, project management students score lowest in all dimensions of empathy except for perspective

taking where they are second lowest to medical students. Implications are discussed including calls for project management curriculum to focus on empathy-based skills, as well as possible considerations for project managers to consider empathy in their practice to improve project manager wellbeing.

Fox, D. J., & Kang, L. (2019). Social work leadership: Reflections on a student-led conference. *Social Work Education, 38*(4), 516–529. <https://doi.org/10.1080/02615479.2018.1554641>

Servant leadership encompassing collaborative mentorship, empowerment and a faculty/student partnership approach contributed to the success of an international social work conference led by undergraduate students and supported by faculty members. Using a retrospective case study design, data were collected from social work undergraduate students on the conference planning committee, reflections of faculty, and documentation from conference evaluations. This paper explores the findings of the conference planning experience and considers how social work principles can foster student engagement and build capacity for undergraduate students to practice leadership skills within higher educational settings.

Gilliam, C. C., Chandler, M. A., Al-Hajjaj, H. A., Mooney, A. N., & Vakalahi, H. F. (2016). Intentional leadership planning and development: The collective responsibility to educate more social work leaders. *Advances in Social Work, 17*(2), 330-339. <https://doi.org/10.18060/18606>

Social workers have the capacity and skills to assume leadership positions in social service agencies. Social work educational institutions must continue to prepare and encourage graduates to seek leadership roles in social service agencies. Social work curriculum and post-graduate professional development are significant avenues to ensure social workers will be excellent choices as organizational leaders and administrators. This article offers a review of

the literature to identify gaps and ways to cultivate leaders through intentional recruitment and continuous training of social workers in human service leadership and administration.

Goldkind, L., & Pardasani, M. (2013). Social workers as senior executives: Does academic training dictate leadership style? *Advances in Social Work, 14*(2), 573-593.

<https://doi.org/10.18060/2691>

The range and patterns of leadership styles in human service organizations are important for social work educators and their students to understand if social work administrators are to compete successfully in the marketplace for executive director and other top management roles. Using a sample of executive directors of human service organizations located in a state in the Northeast section of the U.S., the Multifactor Leadership Questionnaire (MLQ) was used to explore their leadership style. The authors compare various elements of leadership style (charisma, inter-personal transactions, reactions to work issues, etc.) as well as perceptions of effectiveness and satisfaction with leadership style across academic backgrounds of executive directors. These results highlight the competencies required of successful leaders and can assist educators in identifying curricular gaps developing courses preparing social workers for leadership positions in the field. This study provides critical information on the core leadership skills and knowledge relevant for effective social work administration. Implications for social work training and education are discussed as well as possible avenues for curriculum revision.

Hawkins, C. A., & Knox, K. (2014). Educating for international social work: Human rights leadership. *International Social Work, 57*(3), 248-257. <https://doi.org/10.1177/0020872813519462>

As social work increasingly develops an international perspective, there is a need for educational approaches that more fully integrate this content into the curriculum. This article presents an instructional framework focused on developing global leadership using the theme of universal human rights. It encourages students to analyze oppressive practices of power

and to pursue equality for all people through acquiring human rights literacy (knowledge), empathy (values), responsibility (action), and transforming this into global leadership (change). It provides examples of teaching strategies that assist students in developing an international perspective to guide social work practice in the global 21st century.

Holosko, M., & Skinner, J. (2015). A call for field coordination leadership to implement the signature pedagogy. *Journal of Human Behavior in the Social Environment*, 25(3), 275–283.

<https://doi.org/10.1080/10911359.2015.1005519>

This article presents an overview of how social work leadership skills can assist field coordinators to implement the signature pedagogy in their schools. Although this call has been made before, no other article has described specific planning steps to implement this initiative. This work fills a distinct void in the literature about this subject. The main assumptions are that (1) schools must adopt and clearly operationalize field education as their signature pedagogy and (2) field coordinators need to lead this initiative. We provide field coordinators and schools with recommendations about how to lead this important and necessary organizational paradigm shift. The article addresses social work leadership, developing a more field-centric curriculum to operationalize the signature pedagogy, shaping a school's culture to embrace this important and required initiative, and offers suggestions to proactively plan this process.

Hussain, A., & Ashcroft, R. (2020). Social work leadership competencies in health and mental healthcare: A scoping review protocol. *BMJ Open*, 10(10), e038790–e038790.

<https://doi.org/10.1136/bmjopen-2020-038790>

Leadership skills are an integral part of effective social work practice in health and mental healthcare settings. Social workers require critical leadership skills to effectively support, treat and advocate for the complex needs of those most vulnerable. Despite an increasing focus on

social work leadership within the last decade, there has been a paucity of research on social work leadership competencies within the realm of health and mental health service provision. To bridge this gap, this scoping review will synthesise and map the current literature on social work leadership competencies in health and mental healthcare. Methods and analysis Arksey and O'Malley's five-stage framework for scoping reviews will guide our search of six academic databases including: PsycINFO, OVID Social Work Abstracts, OVID Medline, Sociological Abstracts, Social Services Abstracts and CINAHL Plus with Full Text. Selected articles that meet inclusion criteria will then be reviewed and charted. Recurrent themes will be reviewed through a qualitative thematic analysis, and reported in both text and figures. Ethics and dissemination findings will highlight key social work leadership competencies as they relate to social work practice, team dynamics, and client outcomes within health and mental healthcare. Material retrieved in this scoping review was selected from publicly available sources, and thus as an obtrusive research method, this review does not warrant ethics approval. Findings from this review will be disseminated through published scholarly material, as well as presented at conferences pertaining to social work research, practice and education.

Iachini, A. L., Cross, T. P., & Freedman, D. A. (2015). Leadership in social work education and the social change model of leadership. *Social Work Education*, 34(6), 650-665.

<https://doi.org/10.1080/02615479.2015.1025738>

Leadership is a topic of international debate in both social work education and practice. Questions remain, however, regarding what specific models of leadership should be emphasized and how leadership content should be infused within the social work curriculum. This paper seeks to contribute to the ongoing discussion about the infusion of leadership within social work education. Specifically, this paper shares the design and development of a

graduate-level social work course in program evaluation that infused education around the social change model of leadership (SCM) and then explores qualitatively how 39 graduate students interpreted and applied this model of leadership through an experiential community-based evaluation project. Findings of this study suggest that students utilized the values identified in the SCM in a range of ways to understand and interpret their leadership experience both in their collaborative groups and in their partnerships with community-based organizations. Community organizations also reported benefiting from the experience in partnership with the students. Implications are discussed in relation to the potential value and impact of this model for social work education.

King K., Sandoval, E. S., & Limone, C. (2019). Realizing the potential for leadership in social work. *Journal of Social Work: JSW*, 19(4), 485-503.

<https://doi.org/10.1177/1468017318766821>

Ongoing racism, structural inequity, dehumanizing institutional bureaucracies, unresponsive service delivery systems, and gaps in services for emerging needs are just some of the pervasive challenges in need of social work leadership. The multidisciplinary nature of social work practice also requires value-based leadership processes on multiple ecological levels to address the challenges inherent within social delivery systems. Social work encourages all social workers to lead these change efforts, but research on front-line social work leadership is lacking. Constructionist conceptualizations of leadership as social influence processes provide a unit of analysis to examine front-line leadership. A secondary analysis of qualitative data examining social work practice that promotes well-being and social justice revealed leadership processes in multiple social work practice settings. Front-line social workers demonstrate three overarching leadership processes in their practice: challenging injustice and changing mindsets, conduit for change, and organizing resources and relationships.

Conceptualizing leadership as social influence processes identifies and acknowledges the leadership of front-line social workers, expanding the profession's capacity to collectively articulate and initiate change with a range of social problems and systemic challenges in organizations and communities.

Klein, L. (2016). Towards a practice of systemic change — Acknowledging social complexity in project management. *Systems Research and Behavioral Science*, 33(5), 651–661.

<https://doi.org/10.1002/sres.2428>

The Anthropocene calls for systemic change which requires much more than good ideas, stakeholder activism and self-organization. Successful change is managed in the form of a project. However, project management itself needs to learn to cope with the systemic complexity of the real world, especially with social complexity. Hence, this paper explores the paradox of reintroducing complexity within a discipline that has professionalized the reduction of complexity. Acknowledging the inevitability of the social aspects in human activity systems, this paper suggests decomposing social complexity along a political and a cultural perspective. This has methodological implications and practical consequences. First, the political stakeholder analysis is enriched with a systemic and ecological view. Second, cultures are interpreted along the lines of meaning-creation and sensemaking, exploring the stories which are the world to us. Thus, navigating systemic change finally embarks on the concept of next practice, promoting a path forward, step by step.

Lawler, J., & Bilson, A. (2010). *Social work management and leadership: Managing complexity with creativity*. Routledge.

Management and leadership are increasingly important within the organisation and delivery of social care services and now form part of the post qualification framework for social workers. Yet, whilst there is a relatively broad understanding of management concepts and

their application in social care, their foundations often go unchallenged both by students and managers. Furthermore, leadership is open to a wide range of interpretations and is often ill-defined with the expectation that we share a common understanding of the term. This text promotes an appreciation of the development of management and leadership thinking and the different themes which inform current ideas. It considers these topics from a range of theoretical standpoints in order to stimulate readers to consider their own experience and expectations of management and leadership. It then demonstrates how these standpoints might promote innovative approaches to management and leadership within social care organisations and ways in which such organisations might then develop. The aim of this challenging text is to encourage critical and informed reflection on current practice. *Social Work Management and Leadership* is essential reading for students of management and leadership in social care as well as being an invaluable resource for managers who simply wish to consider new approaches to their practice.

Liechty, J. M. (2011). Health literacy: Critical opportunities for social work leadership in health care and research. *Health & social work, 36*(2), 99-107. <https://doi.org/10.1093/hsw/36.2.99>

One-third of U.S. adults do not have adequate health literacy to manage their health care needs; and low health literacy is a major concern due to its association with poor health outcomes, high health care costs, and health communication problems. Low health literacy is a potential driver of health disparities, and its alleviation is central to the values and concerns of the social work profession. Despite the extensive knowledge and skills that social workers can bring to bear to assist patients with low health literacy, the concept of health literacy is underused in social work scholarship. This gap reflects missed opportunities for social workers to contribute their expertise to the evolving field of health literacy and to strategically align their work with organizational and national priorities. To address this gap, this article provides

an overview of health literacy, its relevance to social work, and its representation in disciplinary literature; and it outlines opportunities for health social workers to systematically incorporate health literacy concepts and tools into their practices with patients and families. Implications for a social work research and practice agenda in health literacy are discussed.

Muijs, D., Ainscow, M., Dyson, A., Raffo, C., Goldrick, S., Kerr, K., Lennie, C., Miles, S. (2010). Leading under pressure: Leadership for social inclusion. *School Leadership and Management*, 30(2), 143-157. <https://doi.org/10.1080/13632431003663198>

In this study we undertook to look at leadership issues specifically in relation to social inclusion, through a series of six case studies in three districts showing high levels of disadvantage. Findings indicated that schools' views on social inclusion could be typified as leaning towards three main orientations: (1) improving achievement and qualifications for all; (2) overcoming barriers to learning existing within particular groups; (3) enhancing other capacities and skills of children from disadvantaged groups. These views are strongly shaped by the vision and biography of school heads, interacting with different pressures and contexts.

Pecukonis, E., Doyle, O., Acquavita, S., Aparicio, E., Gibbons, M., & Vanidestine, T. (2013).

Interprofessional leadership training in MCH social work. *Social Work in Health Care*, 52(7), 625-641. <https://doi.org/10.1080/00981389.2013.792913>

The need to train health social workers to practice interprofessional is an essential goal of social work education. Although most health social workers have exposure to multidisciplinary practice within their field work, few social work education programs incorporate interprofessional learning as an integrated component of both course work and field experiences (McPherson, Headrick, & Moss, 2001; Reeves, Lewin, Espin, & Zwarenstein, 2010; Weinstein, Whittington, & Leiba, 2003). In addition, little is written about the kinds of curricula that would effectively promote interdisciplinary training for social work students.

These findings are particularly puzzling since there is increasing and compelling evidence that interdisciplinary training improves health outcomes (IOM, 2001). This article describes a social work education program that incorporates an Interprofessional education and leadership curriculum for Maternal and Child Health Social Work (MCHSW) at the University of Maryland's School of Social Work. The University of Maryland's Interprofessional Training Model is described along with the components needed to formulate an interdisciplinary learning experience. Various outcomes and lessons learned are discussed.

Peters, S. C. (2018). Defining social work leadership: a theoretical and conceptual review and analysis. *Journal of Social Work Practice*, 32(1), 31–44.

<https://doi.org/10.1080/02650533.2017.1300877>

With the recent increase in social work leadership literature, a few issues in research and practice have come to light. Social work research employs leadership theory derived from military leadership principles adjusted for application in corporate entities, which have decidedly different goals and processes than social work organisations. These models may be influencing the methods of social work leadership research such that study outcomes reflect business-based rather than human service processes and goals. A dearth of leadership education in social work schools and in professional social work settings contributes to a paucity of social workers in upper-level administrative roles. A systematic theoretical literature review on social work leadership is conducted in order to generate a working definition of social work leadership and a series of multi-level social work leadership principles. Implications for future research and practice are discussed.

Ramon, S., Moshe G, M., Allegri, E., & Rafaelic, A. (2019). Service users' involvement in social work education: Focus on social change projects. *Social Work Education*, 38(1), 89-102.

<https://doi.org/10.1080/02615479.2018.1563589>

This article presents and analyzes four projects focusing on diverse forms of service users' involvement in social work training and research in different countries (Israel, Italy, Slovenia and UK). It highlights the value of service user involvement (SUI) to specific social change objectives and to social work education. The conceptual framework focused on the Standpoint Theory, while methodologically participatory action research was applied, and evaluation measures were developed. Key findings, facilitators and limitations to the involvement, students' views of it and similarities and differences among the four projects are outlined. The challenges embedded in introducing and sustaining social change objectives in a co-production framework within social work education are identified, alongside the added value of meeting them. The differentiated impact the projects had on students is highlighted as well as their significance for health and social care providers were relevant. It is encouraging that in each project SUI was positively valued. The projects indicate the wide range of SUI in the content and format of social work education, as well as its applicability cross-culturally to a range of key issues pertaining to both training and research in social work.

Rofuth, T. W., & Piepenbring, J. M. (2020). *Management and leadership in social work: a competency-based approach*. New York, NY: Springer Publishing Company.

Full of expert guidance on leadership and management, this unique book is geared specifically to the needs of social work administrators, educators and practitioners in both academic and agency settings. The contents are fully comprehensive and encompass both theoretical approaches to management and leadership plus a wide variety of practical strategies that can be directly applied to practice. Topics blend the art and science of leadership and management and incorporate all competencies and practice behaviors required by Network for Social Work Management (NSWM) and Council on Social Work Education (CSWE). These include understanding different leadership styles, practicing self-reflection and self-care,

methods to motivate teams and mentor others, developing strategic plans, understanding financial management, marketing, fundraising, human resources, program evaluations, community collaboration, and much more. Additionally, the text illustrates the parallels/disparities between social work practice skills, knowledge, and ethics, and those of leadership and management. Instructor resources include PowerPoints for each chapter, lecture notes, and sample syllabi.

Rubin, M., Cohen Konrad, S., Nimmagadda, J., Scheyett, A., & Dunn, K. (2018). Social work and interprofessional education: Integration, intersectionality, and institutional leadership. *Social Work Education*, 37(1), 17-33. <https://doi.org/10.1080/02615479.2017.1363174>

Over the last decade healthcare policies and practices in the US have placed significant emphasis on healthcare integration, mental health parity, and implementation of team-based practice models to improve quality, safety, and affordability of service. With these incentives in mind, schools of social work have joined with national and international health education organizations to reduce disciplinary silos and increase shared learning opportunities across professions and programs. The social work profession has long supported collaborative practice however, students are rarely paired with others in the classroom or intentionally taught about counterparts' roles and expertise. Social work leaders are also responsible for addressing the intersectionality between collaborative competencies and sociocultural factors. The 2015 EPAS and 2016 Core Competencies for Interprofessional Collaborative Practice create multi-level opportunities for social work educators to provide Interprofessional Education (IPE) innovation and leadership across common curricula and educational settings. The authors examine historic challenges to integrating IPE in social work curricula, provide three examples of IPE/social work initiatives in higher education, describe the intersectionality

of the EPAS and the IPEC competencies, and identify institutional benefits associated with the integration of IPE in schools of social work culture and curriculum.

Scourfield, P. (2018). *Putting professional leadership into practice in social work*. SAGE Publications.

The ability to demonstrate professional leadership is a core requirement for social work students and social workers operating at all levels. This comprehensive textbook is ideal for any student on a social work course, from undergraduate to postgraduate study, and will go on to serve as a useful reference for more experienced social work professionals. This book engages in the essential discussion of what professional leadership means in the context of contemporary social work and why this is considered to be important for the future of the profession. Each chapter contains illustrative case studies, a range of interactive activities, a summary of key points and suggestions for further reading that enable students and qualified social workers to understand the knowledge, skills and attributes required in practicing professional leadership in real life contexts.

Soria, K., Fink, A., Lepkowski, C., & Snyder, L. (2013). Undergraduate student leadership and social change. *Journal of College and Character*, 14(3), 241-252. <https://doi.org/10.1515/jcc-2013-0031>

Colleges are under increasing pressure to develop future citizens who are interested in and capable of creating positive social change and improving their communities. Using data from the multi-institutional SERU survey, this study suggests college students' participation in leadership positions can promote their engagement in greater social change.

Spolander, G., & Martin, L. (2012). *Successful project management in social work and social care: managing resources, assessing risks and measuring outcomes*. Jessica Kingsley Publishers.

Managers in social work and social care contexts are required to manage a wide range of projects: long-term and short-term, on large and small scales, in partnership with other

agencies, and covering a broad range of issues and contexts. Management of these projects requires specific expertise, and this book sets out what these core skills are and how they can be achieved. Topics such as managing resources, assessing risks, and measuring outcomes are covered, as well as how to start and end a project. The authors acknowledge the values and ethics inherent to care environments, as well as the business skills necessary for good management. Detailed case studies demonstrate the ideas in action, and reflective activities, practical tools and action checklists are included throughout. This practical handbook provides a clear and comprehensive guide to how to be an excellent project manager, and is a must-read for all social work and social care managers and post-qualifying social work and social care students.

Su, C-H., & Yeh, N.-C. (2008). Exploring project management as a practical solution to long-term care service. *Social Work in Health Care*, 47(3), 232-258.

<https://doi.org/10.1080/00981380801985366>

The main purpose of this study is to explore the project management methodology as a practical solution for the field of long-term care management. This research was conducted by gathering data from reviewed literature and written documents. The conclusion suggests that project management methodology is applicable for long-term care service implementation. Moreover, the project management methodology discussed in this article could be applied to other Medicare practices to prove its validity in the future

Sullivan, W. P. (2016). Leadership in social work: Where are we? *Journal of Social Work Education*, 52(sup1), S51–S61. <https://doi.org/10.1080/10437797.2016.1174644>

This article provides an overview of the status of leadership in social work, with an emphasis on unique functions and challenges leaders face in the field. Included in this review is a consideration of the concept of leadership as distinct from management, a historical review of

the development of leadership as a specialty within social work, and a look at the reported effectiveness of various leadership models. Finally, it is argued that among the various leadership models to choose from, client-centered leadership is consistent with the goals and values that undergird the profession.

Tafvelin, S., Hyvönen, U., & Westerberg, K. (2014). Transformational leadership in the social work context: The importance of leader continuity and co-worker support. *The British Journal of Social Work*, 44(4), 886-904. <https://doi.org/10.1093/bjsw/bcs174>

Social work leadership has attracted growing attention in both social work practice and research. As social service organisations have changed in a variety of ways during the last decades, knowledge of how leaders should act in these transformed organisations is crucial. However, few empirical studies have examined what kind of leadership these changed organisations benefit from and how the continuing organisational change might affect the impact leaders have. The present study aimed at exploring the effect of transformational leadership of first line managers in a social work setting. We used a randomised sample of 158 employees in a Swedish social service organisation, and examined the direct and indirect effect of transformational leadership on two important employee attitudes—commitment and role clarity. The results demonstrate the contribution of transformational leadership in creating a workplace where employees are committed and know what their assignment is. Interaction effects of leader continuity and co-worker support indicate the need for some stability in the organisation in order to increase the positive influence transformational leaders have on employees. This study has implications for leadership training in social work and is a contribution to the co-operative knowledge development of leadership in social service organisations.

Wertheimer, M. R., & Sodhi, M. (2014). Beyond field education: Leadership of field directors. *Journal of Social Work Education, 50*(1), 48–68. <https://doi.org/10.1080/10437797.2014.856230>

This article presents a conceptual model of the field director's role outside of field education, specifically in the following 3 areas of leadership: (1) curricular, (2) programmatic, and (3) institutional. A survey was conducted to explore the field director's input targeted in these areas beyond prescribed field education tasks. The results showed that 3 structural variables (field director as faculty member, field director in tenure-track position, field director as member of a program's administrative team) were significant in influencing the amount of input by field directors and in contributing to their self-perceptions of feeling valued.

REFERENCES

- Ahlemann, F., El Arbi, F., Kaiser, M. G., & Heck, A. (2013). A process framework for theoretically grounded prescriptive research in the project management field. *International Journal of Project Management*, 31(1), 43-56. <https://doi.org/10.1016/j.ijproman.2012.03.008>
- Bliss, D. L., Pecukonis, E., & Snyder-Vogel, M. (2014). Principled leadership development model for aspiring social work managers and administrators: Development and application. *Human Services Organizations Management, Leadership & Governance*, 38(1), 5-15. <https://doi.org/10.1080/03643107.2013.853008>
- Broadhurst, K., Hall, C., Wastell, D., White, S., & Pithouse, A. (2010). Risk, instrumentalism and the humane project in social work: Identifying the informal logics of risk management in children's statutory services. *The British Journal of Social Work*, 40(4), 1046-1064. <https://doi.org/10.1093/bjsw/bcq011>
- Brudney, J. L., & Meijs, L. C. (2014). Models of volunteer management: Professional volunteer program management in social work. *Human Service Organizations: Management, Leadership & Governance*, 38(3), 297-309. <https://doi.org/10.1080/23303131.2014.899281>
- Call, C. R., Owens, L. W., & Vincent, N. J. (2013). Leadership in social work education: Sustaining collaboration and mission. *Advances in Social Work*, 14(2), 594-612. <https://doi.org/10.18060/3502>
- Cullen, A. F. (2013). 'Leaders in our own lives': Suggested indications for social work leadership from a study of social work practice in a palliative care setting. *The British Journal of Social Work*, 43(8), 1527-1544. <https://doi.org/10.1093/bjsw/bcs083>
- Cunningham, J., Salomone, J., & Wielgus, N. (2015). Project management leadership style: A team member perspective. *International Journal of Global Business*, 8(2), 27.

- Ewin, N., Chugh, R., Muurlink, O., Jarvis, J., & Luck, J. (2021). Empathy of project management students and why it matters. *Procedia Computer Science*, 181, 503-510.
<https://doi.org/10.1016/j.procs.2021.01.196>
- Fox, D. J., & Kang, L. (2019). Social work leadership: Reflections on a student-led conference. *Social Work Education*, 38(4), 516–529. <https://doi.org/10.1080/02615479.2018.1554641>
- Gilliam, C. C., Chandler, M. A., Al-Hajjaj, H. A., Mooney, A. N., & Vakalahi, H. F. (2016). Intentional leadership planning and development: The collective responsibility to educate more social work leaders. *Advances in Social Work*, 17(2), 330-339. <https://doi.org/10.18060/18606>
- Goldkind, L., & Pardasani, M. (2013). Social workers as senior executives: Does academic training dictate leadership style? *Advances in Social Work*, 14(2), 573-593.
<https://doi.org/10.18060/2691>
- Hawkins, C. A., & Knox, K. (2014). Educating for international social work: Human rights leadership. *International Social Work*, 57(3), 248-257.
<https://doi.org/10.1177/0020872813519462>
- Holosko, M., & Skinner, J. (2015). A call for field coordination leadership to implement the signature pedagogy. *Journal of Human Behavior in the Social Environment*, 25(3), 275–283.
<https://doi.org/10.1080/10911359.2015.1005519>
- Hussain, A., & Ashcroft, R. (2020). Social work leadership competencies in health and mental healthcare: A scoping review protocol. *BMJ Open*, 10(10), e038790–e038790.
<https://doi.org/10.1136/bmjopen-2020-038790>
- Iachini, A. L., Cross, T. P., & Freedman, D. A. (2015). Leadership in social work education and the social change model of leadership. *Social Work Education*, 34(6), 650-665.
<https://doi.org/10.1080/02615479.2015.1025738>

- Klein, L. (2016). Towards a practice of systemic change — Acknowledging social complexity in project management. *Systems Research and Behavioral Science*, 33(5), 651–661.
<https://doi.org/10.1002/sres.2428>
- King K., Sandoval, E. S., & Limone (2019). Realizing the potential for leadership in social work. *Journal of Social Work: JSW*, 19(4), 485-503. <https://doi.org/10.1177/1468017318766821>
- Lawler, J., & Bilson, A. (2010). *Social work management and leadership: Managing complexity with creativity*. Routledge.
- Liechty, J. M. (2011). Health literacy: Critical opportunities for social work leadership in health care and research. *Health & social work*, 36(2), 99-107. <https://doi.org/10.1093/hsw/36.2.99>
- Muijs, D., Ainscow, M., Dyson, A., Raffo, C., Goldrick, S., Kerr, K., Lennie, C., Miles, S. (2010). Leading under pressure: Leadership for social inclusion. *School Leadership and Management*, 30(2), 143-157. <https://doi.org/10.1080/13632431003663198>
- Pecukonis, E., Doyle, O., Acquavita, S., Aparicio, E., Gibbons, M., & Vanidestine, T. (2013). Interprofessional leadership training in MCH social work. *Social Work in Health Care*, 52(7), 625-641. <https://doi.org/10.1080/00981389.2013.792913>
- Peters, S. C. (2018). Defining social work leadership: a theoretical and conceptual review and analysis. *Journal of Social Work Practice*, 32(1), 31–44.
<https://doi.org/10.1080/02650533.2017.1300877>
- Rofuth, T. W., & Piepenbring, J. M. (2020). *Management and leadership in social work: a competency-based approach*. New York, NY: Springer Publishing Company.
- Ramon, S., Moshe G., M., Allegri, E., & Rafaelic, A. (2019). Service users' involvement in social work education: Focus on social change projects. *Social Work Education*, 38(1), 89-102.
<https://doi.org/10.1080/02615479.2018.1563589>

- Rubin, M., Cohen Konrad, S., Nimmagadda, J., Scheyett, A., & Dunn, K. (2018). Social work and interprofessional education: Integration, intersectionality, and institutional leadership. *Social Work Education, 37*(1), 17-33. <https://doi.org/10.1080/02615479.2017.1363174>
- Scourfield, P. (2018). *Putting professional leadership into practice in social work*. SAGE Publications.
- Soria, K., Fink, A., Lepkowski, C., & Snyder, L. (2013). Undergraduate student leadership and social change. *Journal of College and Character, 14*(3), 241-252. <https://doi.org/10.1515/jcc-2013-0031>
- Spolander, G., & Martin, L. (2012). *Successful project management in social work and social care: managing resources, assessing risks and measuring outcomes*. Jessica Kingsley Publishers.
- Su, C-H., & Yeh, N-C. (2008). Exploring project management as a practical solution to long-term care service. *Social Work in Health Care, 47*(3), 232-258.
<https://doi.org/10.1080/00981380801985366>
- Sullivan, W. P. (2016). Leadership in social work: Where are we? *Journal of Social Work Education, 52*(sup1), S51–S61. <https://doi.org/10.1080/10437797.2016.1174644>
- Tafvelin, S., Hyvönen, U., & Westerberg, K. (2014). Transformational leadership in the social work context: The importance of leader continuity and co-worker support. *The British Journal of Social Work, 44*(4), 886-904. <https://doi.org/10.1093/bjsw/bcs174>
- Wertheimer, M. R., & Sodhi, M. (2014). Beyond field education: Leadership of field directors. *Journal of Social Work Education, 50*(1), 48–68. <https://doi.org/10.1080/10437797.2014.856230>