A PHENOMENOLOGICAL STUDY OF SOCIAL WORK LEADERSHIP

by

Pamela M. Alvarez

A Dissertation Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Management in Organizational Leadership

UNIVERSITY OF PHOENIX

March 2008

UMI Number: 3324074

INFORMATION TO USERS

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleed-through, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

UMI®

A PHENOMENOLOGICAL STUDY OF SOCIAL WORK LEADERSHIP

by

Pamela M. Alvarez

March 2008

Approved:

James Moon, Ph.D., Mentor

Bruce Brown, Ph.D., Committee Member

Michael G. Rank, Ph.D., Committee Member

Accepted and Signed: _____   3/6/08
                          James Moon   Date

Accepted and Signed: _____   3/6/08
                          Bruce Brown   Date

Accepted and Signed: _____   3/6/08
                          Michael G. Rank   Date

_____   4/7/2008
Dawn Iwamoto, Ed.D.   Date
Dean, School of Advanced Studies
University of Phoenix

ABSTRACT

Values are the foundation of the social work profession (Day, 2006; Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, 2006; NASW, 2007). Various leadership models are compatible with social work values and stress the importance of values as a strong foundation (Bass, 1990; Bergmann, 1999; Greenleaf, 1997; NASW, 1999). The compatibility between social work values and leadership models suggests that the social work profession would produce a myriad of leaders, yet the opposite exists, a lack of social work leaders and a lack of empirical research on the topic (Brilliant, 1986; Claiborne, 2004; Hopps, 1986; Marshall & Altpeter, 2005; Perlmutter, 2006; Rank & Hutchison, 2000). This qualitative, phenomenological study explored the perceptions of leadership, including the role of professional values, among 20 social work leaders located within the Tampa Bay Area of the State of Florida. The study incorporated the use of the Rank and Hutchison (2000) interview tool to explore social work leaders' perceptions in defining the concept of leadership, identifying the importance of professional values and skills, and creating a mission for social work leaders. This study discovered themes consistent themes with the Rank and Hutchison research and various leadership studies. The study also contributed to the sparse body of literature addressing social work leadership and recommended further study of the topic as the profession faces the needs of a growing and aging society.

DEDICATION

I dedicate this academic accomplishment in the memory of my dad, Stanley L. Klarkowski, Jr., a man with an open heart, a keen mind, and a giving soul. Among other things, he was the first to teach me the meaning of leadership.

ACKNOWLEDGMENTS

I would like to acknowledge those friends and family members who I lost during this doctoral education process. I miss these important people but they remain in my heart and memories…Doris Bedell, Dot Seitz, Dr. Ralph Franciosi, Dr. John Teggatz, and my Aunt Max.

I give great thanks to my mentor, Dr. James Moon who provided patient guidance and leadership throughout the dissertation process. Dr. Moon helped me to formulate my ideas and strengthen my study. He is a wonderful advocate and a kind man with many talents. Dr. Michael Rank allowed me to follow in his research footsteps and provided quick wit and tons of support every step of the way. He served as my *on ground* social work expert as he helped me to look at the future of the social work profession and the importance of this research. And last but not least, Dr. Bruce Brown took me on when I needed a committee member and always provided a quick response and gentle stability throughout the process.

I also thank the many social workers who cheered me on and gave me lots to think about. I could not have been successful with the social work leaders who agreed to be interviewed and were so generous with their time. I could not have completed this study without those candid and powerful insights. The interest and participation is what made this dissertation dream a reality.

I also have to thank the special friends and family members who supported me during the trials and tribulations of classes, residencies, teams, papers, research, and reviews. I am so fortunate to have the friendship of Beth Doyle and Cj Dublin and the

love of my Aunt Pat. Good friends and water aerobics at the YMCA, especially Bonnie Gordon, and Oakstead kept me sane!

And most importantly, I could not have been successful without the love, support, and understanding of my husband Erio who endured many late nights and lonely weekends. Thank you for always being there for me. I share this accomplishment with you and the boys (Sam, Jake, and Beau)!

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1: INTRODUCTION

Societal problems such as poverty, racism, health care, and child welfare are increasing in volume and complexity, potentially crumbling the foundation of society by not caring for vulnerable populations in a proactive and cost-effective manner (Eisenberg, 2005; Fisher, 2005). Governmental funds are shrinking, community resources are limited, and for-profit market emergence is threatening nonprofit, community-based organizations (Bent-Goodley, 2002; Fisher, 2005; Vodde & Gallant, 2002). Social workers face a future that requires a return to the foundation of the profession's values and core functions such as advocacy, community organizing, and the redesign of service delivery systems; values and functions compatible with the concept of leadership (Bartlett, 1970; Brilliant, 1986; Day, 2006; Hopps; 1986; Hudson, 2000; Rank & Hutchison, 2000; Sisco, Volland, & Gorin, 2005; Spicuzza, 2003).

Understanding leadership in the social work profession requires examination of the history and development of the profession, the adoption of professional values and a code of ethics, and consideration of the contemporary context (Berkman, Gardner, Zodikoff, & Harootyan, 2005; Brilliant, 1986; Dennison, Poole, & Qaqish, 2007; Hopps, 1986; Rank & Hutchison, 2000). The concept of social work leadership and the significance of professional values within the definition must be defined by the members of the profession and embraced as a whole in order to have meaning and value in its application to professional practice (Bolman & Deal, 2003). As outlined in subsequent sections, this qualitative, phenomenological study engaged social work leaders in dialogue to develop a definition of leadership, explore the importance of values in leadership, identify essential leadership skills for social workers, and create a mission

statement for the future (Rank & Hutchison, 2000). Expanding upon the work of Rank and Hutchison (2000) offered an opportunity for comparison of data collected from an additional sample of social worker leaders, in a contemporary context eight years after the original study. Chapter 1 provides background on social work leadership, the research problem and purpose, the significance and nature of the study, the research questions, conceptual framework, definitions, assumptions, and limitations.

<div align="center">Background of the Problem</div>

Social work is "the applied science of helping people achieve an effective level of psychosocial functioning and effecting societal changes to enhance the well-being of all people" (Barker, 2003, p. 408). Social workers assist individuals, groups, and communities through transitions and difficulties such as abuse, addiction, poverty, physical and metal illness, discrimination, divorce, loss, disability, educational challenges, and unemployment (Dennison, Poole, & Qaqish, 2007; NASW, 2007). Social workers graduating from accredited programs receive education in human behavior and development, micro and macro skills training, and must complete supervised fieldwork (NASW). The Council on Social Work Education (CSWE) is the only accrediting body for social work education in the United States and reports that more than 600 graduate and undergraduate social work programs in the United States are accredited (CSWE, 2006). Organizations may have positions labeled as *social workers,* but the profession only recognizes individuals with social work degrees from CSWE accredited programs as social workers (NASW, 2007).

The United States Department of Labor (2007) reported that "social workers held about 562,000 jobs in 2004" (¶ 16). Almost 90% of social workers were employed in

health care, social assistance, and governmental positions, nearly half (272,000) work as child, family, and school social workers, 116,000 work in mental health and substance abuse settings, and 110,000 work as medical and public health social workers. Another 64,000 social workers report working in *other* positions (United Stated Department of Labor). The Department of Labor statistics do not indicate the number of social workers in leadership positions. The NASW (2007) reported over 170 social workers serve as local, state, and national elected officials, less than 1% of the total reported by the United States Department of Labor.

Social workers work in hospitals and health care settings, schools, mental health clinics, senior centers, child welfare agencies, the military, disaster relief organizations, private practice, employee assistance programs, substance abuse treatment agencies, public housing settings, criminal and juvenile justice programs, and other public and private organizations (Dennison, Poole, & Qaqish, 2007; NASW, 2007). According to the United States Department of Labor (2007), "Employment for social workers is expected to increase faster than the average for all occupations through 2014" (¶ 18). The growth and demand for social workers reflects the needs of a growing and aging population, complexities of daily life, increases in vulnerable populations, and the urgency associated with replenishing the field of retiring social workers (Burney-Nissen, Merrigan, & Kraft, 2005; Corbin, 2005; Hooyman, 2006; Kaplan, Tomaszewski, & Gorin, 2004; NASW, 2006; NASW, 2007; Papin & Houck, 2005; Shaffer, 2006).

Social work founders created the profession based on leadership activities such as community organizing, advocacy, and the quest for social justice (Day, 2006). As the profession evolved, social workers moved from core functions of community organizing,

social and policy planning, and advocacy into an emphasis on clinical training supported by various educational institutions (Hopps, 1986; Rank & Hutchison, 2000; Thompson, Menefee, & Marley, 1999). The paradigm shift to clinical practice created a decrease in visibility of social workers as community leaders and agents of change (Rank & Hutchison; Skerrett, 2000; Strom-Gottfried, 1997).

Values are the foundation of the social work profession (Day, 2006; Rank & Hutchison, 2000) and compatible with various leadership models (Bass, 1990). The social work profession is rooted in a value system and guided by a code of ethics (NASW, 1999). The history of social work demonstrates the integration of values, skills, service, and leadership resulting in the improvement in lives of individuals and societal change (Day, 2006). Conversely, the *Code of Ethics* of the National Association of Social Workers does not discuss leadership as a professional value, perhaps because it is an implied function of the profession (NASW).

Core values of social work include "service, social justice, dignity and worth of the person, importance of human relationships, integrity [and] competence" (NASW, 1999, ¶ 3). The above values are compatible with transformational, servant, and grassroots leadership styles (Bass, 1990; Bergmann, 1999; Greenleaf, 1977). Compatibility of professional values and leadership style suggests that the social work profession would produce a wealth of leaders, yet the literature demonstrates the opposite, an abundance of direct practice social workers, rather than social workers in leadership positions (Brilliant, 1986; Claiborne, 2004; Hopps, 1986; Perlmutter, 2006; Rank & Hutchison, 2000).

Brilliant (1986) addressed the lack of social work leadership, referring to leadership as the "missing ingredient" in social work (p. 325). Hopps (1986) discussed the profound importance of societal context on the social work profession and called for social workers to gain comfort in roles that shift from leader to follower and prioritize leadership development. Fourteen (14) years after Brilliant posed the question and Hopps encouraged research and re-emergence in the policy realm, Rank and Hutchison (2000) conducted the first study specifically addressing social work leadership. Other authors have addressed social work management and macro practice, encompassing leadership, but not specifically focusing on leadership within the social work profession (Thompson, Menefee, & Marley, 1999). Over 20 years later, social work leadership studies are few and leadership may still be missing the ingredient of the social work profession (Claiborne, 2004; Gellis, 2001; Marshall & Altpeter, 2005; Mary, 2005; Mizrahi & Berger, 2001; Mizrahi & Berger, 2005; Rank & Hutchison, 2000; Sisco, Volland, & Gorin, 2005; Thompson, Menefee, & Marley, 1999; Vodde & Gallant, 2002).

Rank and Hutchison (2000) presented findings that included an exploration of social work values and leadership. The authors (Rank & Hutchison) surveyed social work leaders and probed with questions that led to a discussion of the concept of leadership; a definition of social work leadership and a mission statement for social work leaders; the identification of essential leadership skills; a discussion about the need for integrating leadership into social work educational curriculum; and the recommendation for further research in the area of social work leadership. Social workers identified values as the second major theme in leadership, behind *proaction* (Rank & Hutchison).

Rank and Hutchison (2000) found values and ethics as defining concepts in social work leadership. Social work values guide the profession and its processes which include leadership (Rank & Hutchison). The Rank and Hutchison tool allows for the investigation of (a) the concept of leadership defined by leaders within the profession; (b) the role of professional values, if any; (c) the identification of skills needed to lead; and finally (d) the future mission of social work leaders. If social work values are significant in leadership then that meaning contributes to the shaping of future social work leaders who will possess a strong foundation and have the capacity to address the pressing needs of a growing and aging society in a variety of political, organizational, and community forums.

Statement of the Problem

Values are the foundation of the social work profession (Day, 2006; Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, 2006; NASW, 2007). Various leadership models are compatible with social work values and stress the importance of values as a strong foundation (Bass, 1990; Bergmann, 1999; Greenleaf, 1997; NASW, 1999). Yet the word leadership does not appear in the National Association of Social Workers (NASW) *Code of Ethics*, perhaps because leadership is an implied function of social work in activities such as advocacy and community organizing (NASW). The compatibility between social work values and leadership models suggests that the social work profession would produce a myriad of leaders, yet the opposite exists, a lack of social work leaders and a lack of empirical research on the topic (Brilliant, 1986; Claiborne, 2004; Hopps, 1986; Marshall & Altpeter, 2005; Perlmutter, 2006; Rank & Hutchison, 2000). The negative consequences of insufficient or poor leadership in the social work

profession includes the inability to effectively serve and meet the needs of some of the most vulnerable segments of society including children, elderly, the poor, the disabled, and the disenfranchised (Haynes & Mickelson, 2006; NASW, 2007).

Very little empirical research exists on the topic of social work leadership, the importance of leadership within the profession, or the role of professional values in social work leadership. As a value-driven profession, only one study found (Rank & Hutchison, 2000) uncovered the significance of professional values in social work leadership. This qualitative, phenomenological study, using the validated Rank and Hutchison (2000) interview tool, is important to the future of the social work profession. This study defined the concept social work leadership in the year 2008 (event), identified the importance of professional values and skills, and created a mission for social work leaders. Additionally, the study added to the body of social work leadership literature and contributes to the social work profession as it positions for societal growth and aging.

This qualitative, phenomenological study explored how social work leaders define the concept of leadership and the role of professional values in leadership. The research design included the interviews of 20 social work leaders located within the Tampa Bay Area of the State of Florida to solicit perceptions of leadership. Interviewing of social work leaders produced theoretical saturation as no new discoveries occurred regarding the concepts studied after the first 15 interviews (Groenewald, 2004; Schwandt, 2001; Shank, 2006). The qualitative data collected through the interview process and constant comparison of the data generated provides the social work profession with a definition of leadership and the role of professional values, identifies essential leadership skills, and

creates a mission for social work leadership in the future (Rank & Hutchison, 2000; Schwandt).

<div align="center">Purpose of the Study</div>

The purpose of this qualitative, phenomenological study was to explore the perceptions of leadership, including the role of professional values, among 20 social work leaders located within the Tampa Bay Area of the State of Florida. Phenomenology allowed the researcher "to discover participants' lived experiences and how they make sense of them" (Babbie, 1998 p. 281). The study incorporated the use of the Rank and Hutchison (2000) interview tool to explore social work leaders' perceptions in defining the concept of leadership, identifying the importance of professional values and skills, and creating a mission for social work leaders.

Qualitative research is appropriate when variables are unclear and require exploration of a topic from participants, allowing for detailed and varied responses and when there is little written on a topic (Creswell, 2005; Neuman; 2003; Schwandt, 2001; Shank, 2006; Silverman, 2005). Rank and Hutchison (2000) noted that meaning emerged from the data collected, rather than being able to approach the topic with clear variables. Qualitative methods are often inductive and allow the researcher to identify concepts and create meaning through words and themes within a social context (Neuman, 2003). A phenomenological approach was appropriate in the study due to the limited research of social work leadership and a commitment to "discover participants' lived experiences and how they make sense of them" (Babbie, 1998, p. 281).

Qualitative research, especially phenomenology, was appropriate in this study because the researcher was exploring the human meaning of a discipline-specific topic,

such as social work leadership, by conducting in-depth, open-ended interviews with as many participants needed to achieve saturation within responses (Creswell, 2005; Schwandt, 2001; Shank, 2006; Silverman, 2005; Strauss & Corbin, 1998). The phenomenological design is appropriate to the qualitative research method because it is inductive, includes a process of developing meaning from participants with shared experiences, and encourages constant comparison of data sources seeking saturation of discovery (Groenewald, 2004; Schwandt; Strauss & Corbin). Phenomenology allows development of concepts through the exploration of similarities and differences based upon participant responses about lived experiences and the meaning attached to those experiences (Schwandt). Rank and Hutchison (2000) included a discussion of their a posteriori approach to data analysis that was not committed to theory, but focused on the evolution of the themes derived from the data, consistent with the phenomenological approach.

Because this research study was a qualitative, phenomenological inquiry the questions were open-ended, broad, and general (Creswell, 2005; Shank, 2006; Simon, 2006). Understanding the perceptions and experiences of a target population is imperative (Creswell). Hypotheses and variables were not appropriate in this qualitative, phenomenological study since the method was exploratory and did not propose to test a theory or examine a causal relationship (Creswell).

<div align="center">Significance of the Problem</div>

This study stimulated interest from and collaboration of scholars, practitioners, leaders, and the social work community. The collaboration created an opportunity to further the research of two experts in the field of social work leadership, Dr. Michael

Rank and Dr. William Hutchison. The study participants represented various community-based social service organizations and associations located within the Tampa Bay Area of the State of Florida. Collaboration resulted in a partnership between various members and levels of the social work community.

Findings from the study may benefit social service agencies and the social work profession in defining the concept of leadership, the role of professional values, and positioning to meet future societal needs (Rank & Hutchison, 2000; Wimpfheimer, 2004). As an educator, the researcher is able to use study outcomes to contribute to the education of social work students in a university setting. Study findings are important to social work education and curriculum (CSWE, 2006; Rank & Hutchison; Wimpfheimer).

The study has generated interest from national organizations such as the Alliance for Children and Families, the National Association of Social Workers (NASW), and the Council on Social Work Education (CSWE) who provides accreditation for schools of social work. The professional organizations listed serve in leadership capacities that communicate, influence, and create new paradigms and policies that can improve and transform the social work profession. The national organizations interested in this doctoral study offer opportunities for further research, professional publication, and conference and training exposure.

The few authors who have studied social work leadership have recommended further research (Claiborne, 2004; Gellis, 2001; Marshall & Altpeter, 2005; Mary, 2005; Mizrahi & Berger, 2001; Mizrahi & Berger, 2005; Rank & Hutchison, 2000; Sisco, Volland, & Gorin, 2005). Because few studies of social work leadership exist this doctoral research plays a role in creating new knowledge and supporting the social work

profession in the quest to plan for the future and address the needs of the profession and an aging and growing society. The study allows for understanding of social work leadership in the contemporary context, broadening the scope of contribution to the topic, and furthering the mission of the social work profession.

<div align="center">Nature of the Study</div>

Qualitative Method Appropriateness

Qualitative research is appropriate when variables are unclear and require exploration of a topic from participants, allowing for detailed and varied responses, and when there is little written on a topic (Creswell, 2005; Neuman; 2003; Schwandt, 2001; Silverman, 2005). As outlined in the study's literature review, few empirical studies specifically addressing social work leadership exist (Claiborne, 2004; Gellis, 2001; Marshall & Altpeter, 2005; Mary, 2005; Mizrahi & Berger, 2001; Mizrahi & Berger, 2005; Rank & Hutchison, 2000; Sisco, Volland, & Gorin, 2005; Thompson, Menefee, & Marley, 1999; Vodde & Gallant, 2002). The variables related to social work leadership may change over time given the societal context (Berkman, Gardner, Zodikoff, & Harootyan, 2005; Corbin, 2005; Pollard, 2003; Skerrett, 2000). The quantitative studies presented in the literature focus on narrow aspects of leadership such as transactional and transformational styles, measured by close-ended questions in specific settings, mainly hospitals (Claiborne, 2004, Gellis, 2001; Mary, 2005; Mizrahi & Berger, 2005). This study broadens the focus and explores concepts as described by the participants.

Qualitative methods are often inductive and allow for identification of concepts and create meaning through words and themes within a social context (Dudley, 2005; Neuman, 2003). Simon (2006) indicated that qualitative methodologies "…support the

view that reality, which is based on perceptions, is different for each person, changes over time, and derives meaning primarily from context" (p. 37). Through an inductive process, Rank and Hutchison (2000) sought to create a definition of social work leadership, identification of values and skills, and a mission statement eight years ago This meaning may present differently in 2008, given societal changes and changes in leaders themselves (Higgs, 2003).

This study sought to understand how community-based social work leaders in the Tampa Bay Area of the State of Florida perceive the concept of leadership, values, skills, and the needs of the future. The study goal was not to test a theory, but rather to express meaning based upon participant perceptions (Creswell, 2005; Shank, 2006; Silverman, 2005; Simon, 2006). The data collected was in the form of text rather than numbers. The outcomes generated and presented are in the form of quality rather than quantity or exact amounts (Schwandt, 2001). The qualitative method was compatible with use of Rank and Hutchison (2000) validated interview tool.

Qualitative research offers various designs including phenomenology, phenomenography, ethnographic, narrative, case studies, hermeneutic, and grounded theory study (Schwandt, 2001; Simon, 2006). This doctoral study did not seek to present a case study or a narrative of an individual, nor was it ethnographic where the researcher is studying a case or a group (Schwandt; Simon). The study did not seek to develop theory from the data as in the grounded theory design, nor was it focused on thinking and learning as in phenomenography (Schwandt; Simon). The study does focus on life experiences and meanings and to report that meaning as in phenomenology with the

individual as the knower (Schwandt; Shank, 2006; Simon), but not to interpret such as in hermeneutics (Schwandt; Shank; Simon).

Design Appropriateness

Phenomenology is rooted in existentialism as both a philosophy and a research method (Groenewald, 2004; Moustakas, 1994; Simon, 2006). Created by Edmund Husserl, phenomenology sought to "return to the concrete" by understanding that meaning was based upon the experience of something (Groenewald, 2004, p. 4). Shank (2006) gave the example that individuals are not simply afraid, but afraid of *something,* thus the *something* is what phenomenologist seeks to uncover. Phenomenologists concur that there is no one single meaning, but individuals hold their own realities that may change given time, space, and relationships (Groenewald; Moustakas; Roubach, 2004; Shank; Simon).

Shank (2006) indicated that "the task of phenomenology was to move past, or transcend, our conscious awareness of the nature of things, to an eventual awareness of things themselves as they really are" (p. 132). Schutz, a social scientist, was perhaps the first to use phenomenology to use a systematic approach to exploring how individuals understand and function within their worlds (Shank). This approach takes into consideration individualism, context, and change, essentially a person-in-the-environment approach consistent with the social work professions' approach to practice (Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, 2006). Babbie (1998) described phenomenology as a qualitative research methodology used "to discover participants' lived experiences and how they make sense of them" (p. 281).

Social work practice is also systematic process that is sensitive to subtle issues, identifies underlying problems and meaning attached to events, and extends support and creativity in understanding and problem-solving (Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, 2006). Social workers might adopt phenomenology as a research design because of it compatibility with the profession's approach to understanding meaning for individuals, families, and groups. Social work practice includes beginning where the client is (Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen). For example, social work researchers, Rank and Hutchison (2000) discussed a posteriori approach to data collection and data analysis indicating that analysis was not committed to deductive theory, but rather open to the development of concept, definition, and understanding that evolved from the data collected from interviewees. The authors (Rank & Hutchison, 2000) content analysis that constructed themes through constant comparison is consistent with a phenomenological approach, although lacking in theoretical sampling. The completed study used the Rank and Hutchison validated interview tool used eight years ago and allowed for examination of changes in meaning over time and within societal context as appropriate in a phenomenological approach (Simon, 2006).

Phenomenology was an appropriate design for this study because it allowed for exploration of the phenomenon of social work leadership from the perspective of a group of individuals' lived experiences in leadership positions (Babbie, 1998; Groenewald, 2004; Moustakas, 1994; Shank, 2006; Simon, 2006). The research questions posed inquiry as to how social work leaders defined the concept (or event) and subsequent meaning (mission) for the future of the profession. The research began with the meaning

or evidence from each individual participant but then yielded patterns and rich description as additional interviews occurred until there was no further discovery (Moustakas; Shank; Strauss & Corbin, 1998). The aim of the research was to create a definition of social work leadership, explore the role of professional values, if any, and develop a mission for the future of the profession. Phenomenology lent itself to this goal by allowing participants to create meaning and understanding of a concept and create a statement about the future occurrence as sought though the research questions (Groenewald; Simon).

The study employed a purposeful (Creswell, 2005; Seidman, 2006), also referred to as a purposive (Dudley, 2005; Neuman, 2003; Schutt, 2006; Schwandt, 2001), and theoretical (non-probability) sampling strategy to help understand the concept of leadership in the social work profession (Creswell, 2005). According to Creswell, "in purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon" (p. 204). The sample of 20 social work leaders in the Tampa Bay Area of the State of Florida was also convenient because the participants were located in the researcher's geographical region and the researcher could easily identify participants through professional associations and relationships and the field placement office of the school of social work at the local university serving the geographical local (Creswell; Dudley, 2005; Neuman).

This phenomenological study employed the Strauss and Corbin (1998) system of data analysis. Within the design Strauss and Corbin suggested a balance of the researcher's objectivity, yet an awareness of subtleties and the potential for creative exploration (Shank, 2006). The researcher not only interviewed participants to collect

data, but also used field notes or memos to capture observations throughout the data collection process (Groenewald, 2004; Shank).

Strauss and Corbin standardized and structured the data analysis process, making it attractive and recommended for the novice qualitative researcher (Shank, 2006). The structured steps accomplished a thorough analysis of the data (Creswell, 2005; Strauss & Corbin, 1998). The data analysis included the Strauss and Corbin coding process steps of microanalysis, open coding, axial coding, selective coding, coding for process, and development or use of a conditional/consequential matrix.

The systematic data analysis approach is a practical tool for creating meaning from the qualitative data. The data analysis technique allowed the researcher to explore the complexities of concept definition while following a prescribed process of interpretation and understanding (Strauss & Corbin, 1998). Given the subjective nature of the data collected, a phenomenological design and systematic thematic data analysis approach was appropriate for the research study.

The researcher presents the data collected and analyzed in several different mediums. Demographic data is presented in the form of charts and tables illustrating gender, race/ethnicity, age groups, educational background, leadership position, and numbers of years in current leadership position. The themes derived from the data collected through in-person interviews are presented in tables and narrative discussion. Each thematic section includes discussion of triangulation with the Rank and Hutchison (2000) study and the social work leadership literature.

Research Questions

Research questions are: expressed as questions; indicate a relationship that warrants examination; and imply empirical exploration or testing (Cone & Foster, 2004). Since the study was a qualitative, phenomenological study the questions were broad and general, seeking to understand the perceptions and experiences of a target population in regard to the development of concepts, definitions, and meanings (Creswell, 2005; Groenewald, 2004; Moustakas, 1994; Shank, 2006, Simon, 2006). Hypotheses and variables were not appropriate in this qualitative study since the researcher was not testing a theory or relationship (Creswell). The research questions for this study include:

1. How do social work leaders define the concept of leadership for the social work profession?

2. What is the role of professional values in (social work) leadership?

3. How does the leadership concept differ from the social work profession than for other disciplines?

4. What are the essential leadership skills for social workers?

5. What is the mission for leaders of the social work profession?

The first question allows for understanding of what elements comprise the concept, or contribute to the definition of leadership among social work leaders. The question assists in determining if social work leaders believed that professional values are an important element in the discussion and definition. Leaders listed values and ethics only behind *proaction* in the Rank and Hutchison (2000) study. The second research question specifically addresses the role of values in social work leadership but is not a direct question of the interview tool.

The third research question uncovers the perceived context and uniqueness of the profession that social work leaders may attribute to the adoption and commitment of a professional value system and *Code of Ethics* (NASW, 2007; Reamer, 2006). Rank and Hutchison (2000) found that participants named "commitment to the NASW *Code of Ethics*" (p. 493) as the first factor differentiating the social work leadership from other disciplines. The question creates another opportunity for the researcher to understand the role of values in social work leadership.

The fourth question allows for gathering data about the perceived skills needed for social workers to serve as leaders and link those skills to various leadership models as discussed in the literature review. Rank and Hutchison (2000) found community development skills ranked highest by study participants. The question is important in addressing how social work leaders perceive leadership in terms of specific skills needed to be effective and responsive to future needs.

The final research question delves into what social work leaders believe needs to be the goals and direction for the profession. Rank and Hutchison (2000) found that for this question "the four themes that emerged within the varied responses were: political advocacy, professional identity, social reconstruction, and vision" (p. 496). The question allows for linkage of responses with various leadership models and presenting a proposed mission for future social work leaders.

The research questions are four (question one, three, four, and five) of the open-ended interview questions asked in the Rank and Hutchison (2000) study. Research question two related to social work values as stated in the problem statement. The five research questions are the nucleus of the study and focus on the problem statement. The

other questions asked in the interview provide supporting, contextual information. The questions serve as a guide toward the goal of exploring and understanding the concept of leadership and the role of professional values among social work leaders. Through constant comparison of the qualitative, phenomenological approach, exploration of changes in perceived needs given the current societal context is possible (Shank, 2006; Simon, 2006; Strauss & Corbin, 1998).

Theoretical Framework

The body of literature on leadership is vast, encompassing leadership models, styles, characteristics, traits, and a variety of industries and settings (Bass, 1990). Researchers have not studied leadership in the field of social work to such an extent. As outlined in the study's literature review, few empirical studies specifically addressing social work leadership exist (Claiborne, 2004; Gellis, 2001; Marshall & Altpeter, 2005; Mary, 2005; Mizrahi & Berger, 2001; Mizrahi & Berger, 2005; Rank & Hutchison, 2000; Sisco, Volland, & Gorin, 2005; Thompson, Menefee, & Marley, 1999; Vodde & Gallant, 2002). Of the empirical studies conducted, the majority focused on health care settings (Gellis, 2001; Marshall & Altpeter, 2005; Mizrahi & Berger, 2001; Mizrahi & Berger, 2005). This phenomenological study can contribute to the limited body of social work leadership research.

Hopps (1986) raised controversy in the discussion of the profound importance of societal context on the social work profession and called for social workers to gain comfort in roles that shift from leader to follower and prioritize leadership development. This conundrum of leader versus follower is also present in the discussion of social workers as clinicians versus administrators (Haynes & Michelson, 2006; Skerrett, 2000).

As a result, most social work empirical studies are of clinical nature, rather than in administration, management, and leadership.

Rank and Hutchison (2000) conducted the first study specifically addressing social work leadership. Other authors have addressed social work management and macro practice, encompassing leadership, but not specifically focusing on leadership within the social work profession (Thompson, Menefee, & Marley, 1999). Over 20 years later, social work leadership studies are few and leadership may still be missing the ingredient of the social work profession as voiced by Brilliant (1986).

Various researchers have demonstrated growing concern about the lack of appropriate leadership skill development and application in social work education and various social service settings: community, governmental, and institutional environments (Christ & Blacker, 2005; Claiborne, 2004; Gellis, 2001; Min, 2005; Mizrahi & Berger, 2005; Rank & Hutchison, 2000; Thompson, Menefee, & Marley, 1999; Wimpfheimer, 2004). Professional social work organizations such as the National Association of Social Workers (NASW), Council on Social Work Education (CSWE), National Association of Deans and Directors of Schools of Social Work (NADD), the Society for Social Work and Research are prominent organizations addressing aspects of social work leadership such as the needs of an aging population, yet the concern lies in the lack of empirical research that can lead the future of the profession (Min, 2005; Sisco, Volland, & Gorin, 2005).

Rank and Hutchison (2000) conducted research with individuals in leadership positions with the Council on Social Work Education (CSWE) and the National Association of Social Workers (NASW). The authors recommended further research in

the area of social work leadership and followership suggesting use of their instrument with other social work populations to compare data and address the problem in a holistic manner, thus consistent with phenomenological study (Groenewald, 2004; Moustakas, 1994; Shank, 2006). This study addressed the Rank and Hutchison (2000) recommendations by using the author's interview tool to conduct a qualitative, in-depth interview study. The authors (Rank & Hutchison) granted permission to the researcher to use the validated tool. This study included a different sample of social workers, social workers who serve as leaders of community-based organizations in the Tampa Bay Area of the State of Florida, offering an expansion of the literature.

<div align="center">Definition of Terms</div>

Social Worker

Social workers are "graduates of schools of social work (with bachelor's, master's, or doctoral degrees) who use their knowledge and skills to provide social services for clients (who may be individuals, families, groups, communities, organizations, or society in general)" (Barker, 2003, p. 410). For the purpose of this study, a *social worker* was an individual who had obtained at least a Master's Degree in Social Work (MSW) from a higher education program accredited by the Council on Social Work Education (CSWE). CSWE does not accredit doctoral programs (CSWE, 2006). CSWE sets rigorous standards for baccalaureate and master's program accreditation with required course completion and field education hours (CSWE).

Tampa Bay Area

The *Tampa Bay Area* includes five counties along the central Gulf coast of Florida. The study included a sample selection of 20 social work leaders from

organizations located in Hillsborough, Pasco, Pinellas, Manatee, and Sarasota Counties.

The local university school of social work draws students from each of these five

counties (University of South Florida, 2006) and the U.S. Census Bureau (2005) reported

over 3,000 health care and social assistance organizations located in the five counties in

2002. The region demonstrates steady population growth (U.S. Census Bureau).

Leadership Position

In this doctoral study a *leadership position* was defined by title including:

executive director, assistant or associate executive director, chief executive officer, chief

operating officer, president, vice president, chairperson, vice chairperson, or departmental

or division directors in large institutions such as hospitals and/or governmental entities.

The titles indicated macro-level social work using a variety of skills and interventions.

Macro-level skills and interventions are imperative in decision-making, influencing

policy, and leading organizations (Hepworth, Rooney, Rooney, Strom-Gottfried, &

Larsen, 2006).

Organizations that provide direct social services to clients often employ social

workers as leaders. Agencies may include affiliates of national organizations such as

Family Service Association, Big Brothers Big Sisters, YMCA, or United Cerebral Palsy.

Organizations also include social service providers that are local in service scope such as

mental health centers, substance abuse treatment centers, counseling centers, domestic

violence shelters, hospitals, and local governmental departments (NASW, 2007).

Organizations that do not provide direct social services to clients but perform

social work related community functions such as planning, funding, capacity building,

education and training, and membership services also employ social worker as leaders

(NASW, 2007). These organizations may also include affiliates or chapters of national organizations such as National Association of Social Work (NASW) chapters or United Way agencies. Local entities may include children's councils, advocacy organizations, universities, and governmental entities.

Social Work Values

Values are the "customs, beliefs, standards of conduct, and principles considered desirable by a culture, a group of people, or an individual" (Barker, 2003, p. 453). In this study *social work values* were defined according to the following statement "the core values, as specified in the NASW *Code of Ethics* are service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence" (Barker, p. 453). Social workers agree to adhere to the professional values upon graduation from an accredited school of social work program (CSWE, 2006; NASW, 2007).

Assumptions

The basic assumption of this study was that social work leaders are interested in the discussion of leadership and will openly and honestly participate in the study without compensation. Rank and Hutchison (2000) reported active and interested participation with the majority of respondents offering additional comments at the end of the interviews. The responses to survey questions demonstrated commitment to the profession and its future in addressing a growing and aging population. Common themes about concept definition, skills, and needs emerged throughout the interviews and help guide the research process.

In this study, another assumption was that professional social work values have a role in social work leadership and that social work leaders would identify values as an important element of leadership, as demonstrated by Rank and Hutchison (2000). The study assumed an outcome of adequate data collection to achieve saturation for constant comparison in qualitative, phenomenological study. The necessity of saturation was achieved by the researcher and accommodated design soundness (Schwandt, 2001; Shank, 2006). Finally, the ability to present a thorough exploration of the problem from the sample perspective and the ability to contribute to the body of literature in social work leadership in a meaningful manner was a guiding assumption of the study.

<center>Scope and Limitations</center>

This study was limited in scope and the ability to generalize findings. The U.S. Department of Labor (2007) estimates over 500,000 social workers employed in the United States. The U.S. Department of Labor (2007) categorizes social work positions by setting, but not by leadership and non-leadership positions. Although, the number of social workers who hold leadership positions cannot be estimated, the number of social work leaders from the Tampa Bay Area of the State of Florida interviewed in this study (20 social work leaders) was a limited number given the overall population. Given the small sample, the study outcomes are not able to be generalized to the social work profession as a whole, but perhaps to the region with similar demographics, resources, and challenges (Creswell, 2005; Neuman 2003). The study has limitations in the amount of time available to conduct the study and by the honesty of the participants' responses during the interviews.

Delimitations

Furthering the work of Rank and Hutchison (2000) offered an opportunity for rich and thick comparison of data collected from an additional identified group of professional social workers. Through the qualitative, phenomenological approach, constant comparison of the study participant perceptions and previous findings occurred (Rank & Hutchison, 2000). Shank (2006) stated, "generalizability is most often a push towards breadth, and qualitative research is much more concerned with depth" (p. 113). The purpose of the qualitative, phenomenological study of social work leadership, specifically the role of values, was to explore and understand perceptions of social work leaders from an identified geographical area. The study goal was one of broadening understanding and promoting consideration of social work leadership through participant perceptions, offering elements to consider rather than rigid or simple solutions to a problem.

Chapter Summary

Social workers face a future that requires a return to the foundation of the professions' values and core functions such as advocacy, community organizing, and the redesign of service delivery systems; values and functions compatible with the concept of leadership (Bartlett, 1970; Brilliant, 1986; Day, 2006; Hopps; 1986; Hudson, 2000; Rank & Hutchison, 2000; Sisco, Volland, & Gorin, 2005; Spicuzza, 2003). Compatibility between social work values and leadership models suggests that the social work profession would produce a myriad of leaders, yet the opposite exists, a lack of social work leaders and even less empirical research on the topic (Perlmutter, 2006). This qualitative, phenomenological study is important in defining the concept social work leadership at this point in time, identifying the importance of professional values and

skills, creating a mission for social work leaders, adding to the body of literature, and contributing to the social work profession during positioning for societal growth and aging.

The purpose of this qualitative, phenomenological study was to explore the perceptions of leadership, including the importance of professional values, among social work agency leaders located within the Tampa Bay Area of the State of Florida. Through this inquiry, identification of a mission for social work leaders also occurred. Qualitative research, especially phenomenological design, is appropriate when exploring a relatively limited area of current study (such as social work leadership) and creating meaning of a concept or event (Moustakas, 1994; Shank, 2006; Simon, 2006). Phenomenological research provided this research study an opportunity for in-depth, open-ended interviews until theoretical saturation occurred, resulting in the ability to express meaning and understanding among individuals and groups (Groenewald, 2004; Moustakas, 1994; Roubach, 2004; Schwandt, 2001; Seideman, 2006; Shank, 2006; Silverman, 2005; Strauss & Corbin, 1998).

The next chapter provides a thorough review of the literature related to leadership models, social work values, and social work leadership research studies. The following discussion integrates how the literature relates to this doctoral study and supported the need for developing phenomenological research in the area of social work leadership. The literature review includes germinal, seminal, and current studies in a historical and contemporary context. Chapter 2 also describes how this study contributes to the body of existing literature.

CHAPTER 2: REVIEW OF THE LITERATURE

Societal problems such as poverty, racism, health care, and child welfare are increasing in volume and complexity, potentially crumbling the foundation of society by not caring for vulnerable populations in a proactive and cost-effective manner (Eisenberg, 2005; Fisher, 2005). Governmental funds are shrinking, community resources are limited, and for-profit market emergence is threatening nonprofit organizations (Bent-Goodley, 2002; Fisher, 2005; Vodde & Gallant, 2002). As a profession deeply rooted in a value system and code of ethics, social workers have a unique opportunity to provide leadership in creating innovative solutions to societal problems (Day, 2006; Haynes & Mickelson, 2006; Loup & Koller, 2005). This qualitative, phenomenological study explored the concept of social work leadership and the role of professional values in social work leadership.

The review of the literature begins with a historical perspective of social work leadership and three leadership models congruent with the social work profession: transformational, servant, and grassroots leadership. Next, the review presents studies on social work leadership topics and social work values. The literature review progresses from theory to practice with summaries of current findings within the social work profession and a discussion of emerging societal and professional needs that shape the future of social work leadership.

The literature sources used to explore transformational, servant, and grassroots leadership; social work leadership; and social work leadership values included books, peer-reviewed journal articles, professional organization materials and websites, and governmental reports and census data. A discussion of divergence and gaps in the

literature ensues. The use of key words and word combinations assisted in exhausting scholarly literature sources.

Literature Review Key Word Search

The literature review includes germinal, seminal, and contemporary literature source obtained through searches using key words such as: transformational leadership, servant leadership, stewardship, grassroots leadership, social work leadership, values, and social work enterprise and innovation. Additionally, the employment of combination of key words cross referenced social work with the various leadership models, innovation, industrialization, paradigm shifts, macro practice, management, and entrepreneurship. Literature pertaining to other helping professions such as health care, psychology, mental health, and higher education contributed to the study of paradigm shifts and leadership responses similar to those in the social work profession. The literature review also contains studies pertaining to nonprofit organizations and leadership since social workers work in nonprofit settings such as hospitals, community-based organizations, churches, schools, and foundations (Berkman, Gardner, Zodikoff, & Harootyan, 2005; D'Aprix, Dunlap, Abel, & Edwards, 2004; Davidson-Perlmutter & Crook, 2004; Drucker, 1990; Edwards & Yankey, 2006; Frey & Dupper, 2005; Mizrahi & Berger, 2005).

Historical Overview of Social Work Leadership

Brilliant (1986) addressed the lack of social work leadership, referring to leadership as the "missing ingredient" in social work (p. 325). Hopps (1986) discussed the profound importance of societal context on the social work profession and called for social workers to gain comfort in roles that shift from leader to follower and prioritize leadership development. Fourteen (14) years after Brilliant posed the question and Hopps

encouraged research and re-emergence in the policy realm, Rank and Hutchison (2000) conducted the first study specifically addressing social work leadership. Other authors have addressed social work management and macro practice, encompassing leadership, but not specifically focusing on leadership within the social work profession (Thompson, Menefee, & Marley, 1999). Over 20 years later, social work leadership studies are few and leadership may still be missing the ingredient of the social work profession (Brilliant; Hopps).

Various researchers have demonstrated growing concern about the lack of appropriate leadership skill development and application in social work education and various social service settings: community, governmental, and institutional environments (Claiborne, 2004; Gellis, 2001; Mary, 2005; Mizrahi & Berger, 2005; Rank & Hutchison, 2000; Thompson, Menefee, & Marley, 1999). Professional social work organizations such as the National Association of Social Workers (NASW), Council on Social Work Education (CSWE), National Association of Deans and Directors of Schools of Social Work (NADD), the Society for Social Work and Research are prominent organizations addressing aspects of social work leadership such as the needs of an aging population, yet the concern lies in the lack of empirical research that can lead the future of the profession (Min, 2005; Sisco, Volland, & Gorin, 2005).

Proactive organizations such as the Alliance for Children and Families, CSWE, the Society for Social Work Leadership in Healthcare, the Social Work Leadership Institute, and National Network for Social Work Managers are drawing attention to the need for social work leadership training and skill development (Alliance, 2007; CSWE, 2006; Society for Social Work Leadership in Health Care, 2007). As a project of the New

York Academy of Medicine, the Social Work Leadership Institute is promoting the integration of service, policy, and leadership in the health care arena (Social Work Leadership Institute, 2007). The identified professional organizations are also calling for additional research in the area of leadership.

Although social work founders created the profession based on leadership activities such as community organizing, advocacy, and the quest for social justice, a gap exists in current practice (Day, 2006; Rank & Hutchison, 2000). As the profession evolved, social workers moved from core functions of community organizing, social and policy planning, and advocacy into an emphasis on clinical training supported by various educational institutions (Hopps, 1986; Thompson, Menefee, & Marley, 1999; Rank & Hutchison). The paradigm shift to clinical practice created a decrease in visibility of social workers as community leaders and agents of change (Rank & Hutchison, Skerrett, 2000; Strom-Gottfried, 1997).

Social Work Values

Social work leaders built the profession upon core values and a code of ethics (Day, 2006; NASW, 2007; Reamer, 2006; Rank & Hutchison, 2000). The mission of the profession is "to enhance human well-being and help meet the basic needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty" (NASW, 1999, ¶ 1). The professional mission statement integrates values that include, "service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence" (NASW, 1999, ¶ 3).

Social Work Values and Leadership

The study of transformational, servant, and grassroots leadership models and the profession of social work parallel in an emphasis on skills identified as "building community, communicating orally and in writing, and performing comprehensive analysis of social, political, and cultural events" in the Rank and Hutchison study (2000, p. 499). Leaders combine these organizational tasks with attention to individual relationships, inspiration, and motivation (Bass, 1990; Stephenson, 2004). Social work training includes an emphasis on interpersonal communication skills imperative to building relationships and completing tasks (Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, 2006).

Claiborne (2004) suggested a perception that because of the interpersonal approach society views social workers as possessing more expertise in coordinating activities or providing direct service, rather than providing leadership functions. In contrast, social work values and approaches demonstrate the potential for application of leadership on micro (individual) and macro (organizational) levels (Vodde & Gallant, 2002). The research of Rank and Hutchison (2000) raised concerns that the concept of social work leadership has less importance than leadership in other sectors; yet shrinking resources and growing societal needs demand effective leadership within the profession and organizations that employ social workers. The social work profession has an opportunity to embrace leadership models compatible with the profession and develop innovative approaches to problem-solving (Mizrahi & Berger, 2005; Scharlach & Robinson, 2005).

Historical Overview of Leadership Models Congruent with Social Work

As the history of civilization is studied so is leadership (Bass, 1990). Leadership definitions are diverse and include discussion of power, influence, and purpose, depending on the context and individuals applying the models and researchers interested in the processes (Yukl, 1989). Bass (1990) defined leaders as "agents of change – persons whose acts affect other people more than other people's acts affect them. Leadership occurs when one group member modifies the motivation or competencies of others in the group" (p. 19-20). The evolution of leadership models reflects changing societal and organizational needs (Bass, 1990; Eisenberg, 2005; Hallinger, 2003; Hudson, 2000; Pollard, 2003; Sheard & Kakabadse, 2002). This study focused on transformational, servant, and grassroots leadership models that share social work values such as building trusting relationships, empowerment of followers, and development of followers into leaders (NASW, 1999).

Transformational Leadership

Theories of transformational leadership emerged in the 1980s, emphasizing the role of followers, emotions, and values, rather than the traditional theories that concentrated on power, processes, and achievements (Yukl, 1999). Burns (1979) developed the theory of transformational and transactional leadership and Bass (1990) furthered the studies through organizational application. A transformational leadership approach is different from transactional leadership, which requires the follower to receive an expected reward for the support of the leader (Yukl). Burns recognized transformational leadership as engaging followers, understanding their needs and

transcending expectations resulting in positive change, the development of followers as leaders, and an increase in moral leaders.

Transformational leadership focuses on the leader's impact on the follower and the subsequent ability to develop a shared vision and progress toward goals, accomplishment, and change (Bass & Steidlmeier, 1999; Stone, Russell, & Patterson, 2004). A positive relationship and impact stimulates the development of trust, admiration, loyalty, and respect between the leader and the follower, resulting in shared purpose and commitment to placing organizational needs before personal needs in order to achieve greater collective success (Bass, 1990; Stephenson, 2004). Van Seters and Field (1990, pp. 37-38) stated the following about the transformational era:

> Its dramatic improvement over previous eras lies in the fact that it is based on intrinsic, as opposed to extrinsic, motivation. Also, in comparison with the transactional era, leaders must be proactive rather than reactive in their thinking; radical rather than conservative; more innovative and creative; and more open to new ideas.

Judge and Piccolo (2004) found that followers of transformational leaders demonstrated high rates of job satisfaction, motivation, and positive performance outcomes. Dvir, Eden, Avolia, and Shamir (2002) discovered a positive impact of transformational leadership on motivation, morality, and empowerment of followers in a military defense setting. Gellis (2001) indicated that social workers with higher ratings of transformational leadership styles was positively correlated with extra effort in the workplace, perceptions of effective leadership and satisfaction with the leader compared to transactional leadership ratings.

Consequently, transformational leadership has an element of ambiguity due to its diverse and complex strategies and departure from traditional focus on process (Bass & Steidlmeier, 1999). Critics claim that transformational leadership is an unethical practice, appealing to emotions rather than reason but transformational leadership has become a necessity as our world evolves from the post-industrial to the information age (Bass & Steidlmeier). Judge and Piccolo (2004) cautioned that researchers should explore underlying dynamics of leadership, reciprocity of the leader-follower relationships and the limitations of transformational leadership, identifying situations when the model may be unnecessary or have a negative impact.

Bass and Steidlmeier (1999) indicated that in order for transformational leadership to be effective, leaders must be authentic, moral agents. Transformational leaders use a foundation of shared values to build trusting relationships and create environments conducive to change (Bass, 2003). Leaders need to demonstrate and inspire imagination, creativity, interdependence, and diverse skill development (Bass; Bass & Steidlmeier).

Servant Leadership

Servant leadership originates with Jesus Christ who first taught and practiced servant leadership, using "the term 'servant' as a synonym for greatness" (Sendjaya & Sarros, 2002, ¶ 18). Greenleaf developed the servant leadership model after reading and interpreting Herman Hesse's *Journey to the East* (Whetstone, 2002). *Journey to the East* is a story of a servant who performs chores and cares for a group of travelers on a journey. The travels are progressing well until the servant disappears, causing the group to disband and abandon the journey. Hess later identifies the servant as the leader of the

Order that sponsored the journey (Whetstone). This story illustrated to Greenleaf that "a good leader is seen as servant first, and that is the key to his greatness" (Whetstone, p. 389).

Greenleaf's (1977) model of servant leadership is similar to that of transformational leadership, but exceeds the parameters with the leader's social responsibility to serve those victimized by the system (stewardship) and the commitment to the follower's needs and desires ahead of their own and/or those of the organization (Pollard, 2003; Sendjaya & Sarros, 2002; Stone, Russell, & Patterson, 2004). In contrast to the transformational leader, the servant leader may encourage creativity, imagination, and innovation to promote personal growth in a follower that does not have any impact on the organization (Howatson-Jones, 2004; Stone, Russell, & Patterson). The transformational leader has a dual role of promoting growth and development of the follower and organization simultaneously, while the servant leader may approach the two areas separately (Sendjaya & Sarros). The servant leader is not only effective in his or her role as a leader but also in teaching others how to be good followers without alienation (Ba Banutu-Gomez, 2004).

The transformational leader has a more macro approach to leadership than the servant leader (Bass, 1990). The servant leader also may address the external environment with less ambition than the transformational leader due to the difference in primary focus on the follower rather than the organization as a whole (Smith, Montagno, & Kuzmenko, 2004).Greenleaf's (1977) servant leadership model focused on the development of relationships, which result in followers, along with the servant leader, producing desired outcomes. Servant leaders and their followers continually work, often

side-by-side, toward personal growth often resulting in organizational growth (Howatson-Jones, 2004).

Servant leaders are transforming individuals who in turn transform organizations and society (Ba Banutu-Gomez, 2004). The success of the servant leader depends upon the effectiveness of the followers (Greenleaf, 1977). The servant leadership model encompasses elements of emotional intelligence such as empathy, self-awareness, self-regulation, and social skills, and expands into areas such as stewardship and building of community (Greenleaf).

Grassroots Leadership

The grassroots leadership model, similar to the transactional and servant models, encourages a focus on followers and promotes leadership development throughout all levels of an organization (Bass, 1990; Drucker, 1990). Bergmann (1999) discussed grassroots leadership as involving followers in decision-making and growing leaders in various capacities throughout an organization. Grassroots leadership strategies are consistent with those of transformational and servant leaders involving vision, emotions, values, personal and professional growth, and stewardship (Greenleaf, 1977).

Grassroots organizations are the foundation of democracy and those leading the movements encourage participation, ownership, and demonstration of mission, vision, and values of society (Bothwell, 2002). Throughout history grassroots leaders and followers caused transformation of society and its organizations (Day, 2006). Historic examples of grassroots leadership efforts include the civil rights movement, labor unions, and groups committed to changes in discriminatory practices. Whittier (2002) described the grassroots women's groups who created networks, alliances, and umbrella

organizations to further their cause by sharing power with others across the country to strengthen and mobilize efforts. Bothwell described grassroots leadership a power sharing practice. Power sharing, also known as empowerment, can lead to greater organizational commitment and satisfaction (Spence Laschinger, Finegan, Shamian, & Wilk, 2004).

Glover, Parry, and Shinew (2005) described grassroots movements as mobilizing individuals towards a cause or purpose while developing new leaders. The followers may not have formal education, leadership training, or skills but the grassroots leader builds relationships with the followers, uses the membership to leverage resources, and works toward a shared vision and goals. Drucker (1990) discussed how grassroots efforts contribute to the development of nonprofit organizations through a commitment to values and service.

Changes in the workplace such as downsizing and technology have created challenges and opportunities in leadership, mainly for those with little or no positional authority in the organization (Bergmann, 1999). When individuals do not have the power they need to get their jobs done, or feel powerless, the result may be exertion of control, coercion, negativity, or rigidity (Jones, 2004). Grassroots leadership empowers followers through the following five strategies: "create a compelling future, let the customer drive the organization, involve every mind, manage work horizontally, and build personal credibility" (Bergmann, ¶ 1). The grassroots leadership model includes values that include maximizing human potential, self-determination, and capacity building (Bergmann). Bergmann (1999) also believed that in contrast to other leadership models,

the grassroots model is more reality-based and more learnable, suggesting opportunities for individuals to experience growth and change.

Summary

Transformational, servant, and grassroots leadership models promote the development of values, relationships, a shared vision, and collective success (Bass, 1990; Bass, 2003; Bergmann, 1999; Burns, 1979; Greenleaf, 1977). Leaders focus on followers as they move toward goals and create change and new leadership Stone, Russell, & Patterson, 2004). Leadership is an important aspect in social work as it strengthens a profession dedicated to making positive changes in the lives of individuals, families, and communities (Brilliant, 1986; Rank & Hutchison, 2000).

<center>Social Workers as Leaders</center>

For the purpose of this study, a social worker is an individual who has obtained at least a Master's Degree in Social Work (MSW) from a program accredited by the Council on Social Work Education (CSWE). CSWE does not accredit doctoral programs (CSWE, 2006). CSWE sets rigorous standards for baccalaureate and master's program accreditation with required course completion and field education hours (CSWE).

Organizations that provide direct social services to clients often employ social work leaders. These agencies include affiliates of national organizations such as Family Service Association, Big Brothers Big Sisters, YMCA, or United Cerebral Palsy. Organizations also include social service providers that are local in service scope such as mental health centers, substance abuse treatment centers, counseling centers, domestic violence shelters, hospitals, and local governmental departments (NASW, 2007).

Organizations that do not provide direct social services to clients but perform social work related community functions such as planning, funding, capacity building, education and training, and membership services also employ social worker as leaders (NASW, 2007). These organizations may also include affiliates or chapters of national organizations such as National Association of Social Work (NASW) chapters or United Way agencies. Local entities may include children's councils, advocacy organizations, universities, and governmental entities.

In this study a leadership position was defined by title including: executive director, assistant or associate executive director, chief executive officer, chief operating officer, president, vice president, chairperson, vice chairperson, or departmental or division directors in large institutions such as hospitals and/or governmental entities. The titles indicate macro-level social work using a variety of skills and interventions in decision-making, influencing policy, and leading organizations (Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, 2006; Netting, Kettner, & McMurty, 2004).

Social work journal articles support the need for the development of social workers as leaders and opportunities for playing a leadership role in the development of effective service delivery systems. Discourse within the literature often refers to the context of the advent of the social work professional in community organizing and leadership charitable organizations and in reference to the training social workers receive in interpersonal skill development (Brilliant, 1986; Claiborne, 2004; Rank & Hutchison, 2000; Skerrett, 2000). Fabricant (1985) referred to social work as a "craft" (p. 389), facilitating multiple tasks necessary to help individuals and improve societal conditions.

Rank and Hutchison (2000) studied the concept of social work leadership and discussed the changes in social work leadership roles. Thompson, Menefee, and Marley (1999) described the latter 20th Century departure of social workers from core functions of community organizing, social and policy planning, and advocacy into clinical training. The paradigm shift from the origins of social work to clinical service decreased the visibility of social workers as community leaders and agents of change (Hopps, 1986). Recent studies explored social work leadership within specific settings such as health care and governmental systems (Claiborne, 2004; Gellis, 2001; Globerman, White, & McDonald, 2002; Mizrahi & Berger, 2001; Mizrahi & Berger, 2005).

As social workers focused on clinical roles the managed care paradigm shift further changed service delivery systems with an increasing emphasis on cost containment and outcomes (Strom-Gottfried, 1997). Skerrett (2000) described the paradigm shift from "traditional social work to care management" (p. 63). Fabricant (1985) predicted that social workers may select private practice settings as a method of controlling the quality of direct services on the micro level rather than administrative positions working on the macro level. Social workers often describe the managed care paradigm shifts as a negative impact on the social work profession instead of an opportunity for social workers to assume leadership roles in advocating for client populations and service delivery (Frey & Dupper, 2005; Mizrahi & Berger, 2005). Rank and Hutchison (2000) reported that their study participants believed that the profession has undergone negative changes including an unwillingness or inability to be a leader.

The study of leadership can play an important role in the opportunity for social workers to serve as leaders, innovators, and entrepreneurs who can meet the needs of a

growing and aging population (Bent-Goodley, 2002; Globerman, White, & McDonald; 2002; Min, 2005; Sisco, Volland, & Gorin, 2005). Gellis (2001) found that social workers with higher ratings of transformational leadership was positively correlated with extra effort in the workplace, perceptions of effective leadership and satisfaction with the leader compared to transactional leadership ratings. These findings are consistent in other helping and instructional professions such as nursing and education. Murphy (2005) discovered that while nursing managers must employ both transactional and transformational styles, transformational style is empowering and more often effective in breaking through barriers and supporting multi-disciplinary innovation and cooperation. In an educational setting Hallinger (2003) noted transformational leadership styles as more responsive to the changing needs of an educational setting that must focus simultaneously on internal and external environments.

Claiborne (2004) did not specify a preferred social work leadership style but outlined essential skills for leaders. Thee skills include the ability to create a shared mission, vision, and organizational value system, clear communication throughout an organization, and empowerment of followers over an emphasis on the power of the leader. The skill sets identified by Claiborne are consistent with transformational and servant leadership models (Bass, 1990; Greenleaf, 1977).

Spicuzza (2003) suggested social work leadership in advocacy includes coalescing around specific needs and issues, developing a shared approach, and followers working side-by-side leaders to create change for a greater good. Using Spicuzza's approach is compatible with a servant leadership style which exceeds the parameters with the leader's social responsibility to serve those victimized by the system (stewardship)

and the commitment to the follower's needs and desires ahead of their own and/or those of the organization (Sendjaya & Sarros, 2002). Marshall and Altpeter (2005) indicated that social workers can facilitate a shared vision and build consensus among multiple constituent groups.

Mizrahi and Berger (2005) emphasized that social work leadership extends through all levels of the health care system and developed as such. The authors (Mizrahi & Berger) suggested the social work leaders possess a balance of transactional and transformational leadership skills but use the transformational leadership skills to empower followers and encourage ownership much like grassroots leaders. Bergmann (1999) discussed a grassroots leadership as involving followers in decision-making and growing leaders in various capacities throughout an organization consistent with the findings of Mizrahi and Berger.

The social work leadership-specific literature supports the need for social work leaders (Claiborne, 2004; Gellis, 2001; Mizrahi & Berger, 2001; Mizrahi & Berger, 2005; Rank & Hutchison, 2000). Rank and Hutchison's study suggested an emphasis on leadership development at all higher education levels (BSW, MSW, DSW, and PhD) and through professional organizations like the National Association of Social Workers (NASW) and the Council on Social Work Education (CSWE). Additional studies conducted in social work settings resulted in similar recommendations for social work leadership development. Claiborne argued that while social workers are best suited for leadership positions based on their professional training often they are not in leadership positions because of a lack of leadership-specific and management training. Identifying social work leadership styles is an important step in developing training. From the time

Brilliant (1986) posed the missing ingredient question to the present, researchers supported the need for an emphasis on social work leadership.

The literature also supported social workers as having a critical leadership role in the development of effective service delivery systems. The role of service delivery development responses to paradigm shifts, greater needs, and shrinking governmental resources through innovation and social enterprise (Bent-Goodley, 2002; Eisenberg, 2005; Fisher, 2005; Globerman, White, & McDonald, 2002; Skerrett, 2000; Thyer, 2002; Vodde & Gallant, 2002). Skerrett suggested that the social work profession return to its strong value base and interpersonal communication skills to bring about change to the environment. Thyer described how social workers can apply individual client intervention skills such as assessment and intervention methods to create a knowledge base that promotes greater integration with other disciplines resulting in new sciences and approaches to human service delivery. Globerman, White, and McDonald indicated a role for social workers in creating new health care service delivery systems. Managed care provides an opportunity for social workers to develop innovative service delivery grounded in quality and cost containment because the systems are going to change with or without the social work presence (Skerrett).

<div align="center">Divergence and Gaps in the Literature</div>

The only divergence or lack of support for the development of social work leadership seems to be if the need for licensed clinical social workers (LCSW) is in competition with social workers in non-direct service or leadership positions. The United State Department of Labor (2006) estimated future need for additional licensed clinical social workers as the general population grows and ages. Social work leadership

development should not conflict with clinical preparation nor suggest a lack of importance in clinical practice (Frey & Dupper, 2005). Schools of social work emphasize clinical preparation but should not discount the importance of preparation in administration and planning, policy, research, and leadership (Brilliant, 1986; CSWE, 2006; Frey & Dupper; Hopps, 1986; Rank & Hutchison, 2000).

The literature gap includes a limited number of studies specific to social work leadership. There are even fewer conducted in the last five years, as demonstrated by this study's lower percentage of the recommended current literature. The study integrated an exhaustive 80% of current sources, rather than the recommended 85%.

Nonprofit leadership studies are included in the literature review as social workers often serve as leaders of nonprofit organizations (D'Aprix, Dunlap, Abel, & Edwards, 2004; Davidson-Perlmutter & Crook, 2004; Edwards & Yankey, 2006; Herman & Renz, 2004). Eisenberg (2005) described the new nonprofit leaders as having to promote equality, strengthen government, assure accountability, redefine the structure, reform giving, and believe in change. The identified nonprofit leadership tasks are congruent with social work values and skills (NASW, 1999).

As demonstrated in the literature, the study of social work leadership can assist the profession in positioning to meet the increasing needs of a changing society (Hudson, 2000; Rank & Hutchison, 2000). Growing societal needs and shrinking governmental resources create an opportunity for social workers to embrace effective and value-driven leadership (Schissler-Manning, 2003). Successful social work leaders will move followers toward innovative solutions in complex service delivery systems (Hazy, 2006).

Social Work Values and Leadership Models

This study focused on the understanding of social work values in social work leadership. The exploration and identification of social work leadership and the influence of the profession's value system contributes to the potential for enhancement of education, training, and support systems necessary in the development of future social work leaders (Rank & Hutchison, 2000). Social work education and training includes the development of interpersonal communication, assessment, intervention, and evaluation skills (NASW, 1999).

Social workers have a significant opportunity to provide leadership in creating innovative solutions to societal problems (Thyer, 2002). Social work founders Jane Addams and Mary E. Richmond adhered to a set of professional values and demonstrated leadership through community organizing and social work education and training (Day, 2006; Haynes & Mickelson, 2006). Value-driven leadership can yield ethical work environments and effective organizations (Hood, 2003).

The social work profession is rooted in its value system and bound by a code of ethics (NASW, 1999). The National Association of Social Workers (1999) summarizes the core values as "service, social justice, dignity and worth of the person, importance of human relationships, integrity [and] competence" (¶ 3). The NASW summary of values is based upon Bartlett's (1970) seminal work that outlined the social work values as encouraging the "maximum realization of each individual's potential for development", "the worth and dignity of every human being", "the right to self-determination" and "the commitment to both the individual and the general good" (p. 65-67). Contemporary social work education includes adherence to a strength-based perspective, empowerment,

and individual and community capacity building (Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, 2006).

Gellis (2001) found that social workers with higher ratings of transformational leadership was positively correlated with extra effort in the workplace, perceptions of effective leadership and satisfaction with the leader compared to transactional leadership ratings. Transformational leadership is compatible with the social work values related to relationship building, maximization of human potential, and respect and consideration for the individual (Bass, 1990; Stone, Russell, & Patterson, 2004). Although social work values indicate simultaneous importance of the individual and community an individual social worker or agency may adhere to a mission that promotes one or the other (Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, 2006). For example, the social justice value encompasses the impact on an individual and a larger community. In practice, the social worker concentrates on a macro level with less direct contact with an individual (Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen; Netting, Kettner, & McMurty, 2004).

Bergmann (1999) discussed grassroots leadership as involving followers in decision-making and growing leaders in various capacities throughout an organization consistent with the findings of Mizrahi and Berger (2005) who emphasized that social work leadership extends through all levels of the health care system. The grassroots leadership model, similar to the transactional and servant models, encourages a focus on followers and promotes leadership development throughout all levels of an organization (Bergmann).

Grassroots leadership is similar to community organizing, a foundational task of the social work profession (Day, 2006). The grassroots leadership model is consistent with social work values that include maximizing human potential, self-determination, and capacity building. Bergmann (1999) also believed that in contrast to other leadership models, the grassroots model is more reality-based and more learnable which is consistent with social work values that encourage individual and community change.

Social work journals offered several articles that discussed the need for the development of social workers as leaders and opportunities for playing a role in the development of effective service delivery systems (Bent-Goodley, 2002; Eisenberg, 2005; Globerman, White, & McDonald, 2002; Skerrett, 2000; Thyer, 2002; Vodde & Gallant, 2002). Discourse within the literature often discusses the social work value system and the need for social work leaders. Consequently, few studies directly explore the relationship between social work values and leadership or focus on the meaning of the concept of leadership (Rank & Hutchison, 2000).

Rank and Hutchison (2000) presented findings that included an exploration of social work values and leadership. The authors (Rank & Hutchison) surveyed social work leaders and probed with questions that led to a discussion of the concept of leadership; a definition of social work leadership and a mission statement for social work leaders; the identification of essential leadership skills; a discussion about the need for integrating leadership into social work educational curriculum; and the recommendation for further research in the area of social work leadership. Social workers identified values as the second major theme in leadership, behind *proaction* (Rank & Hutchison).

Rank and Hutchison (2000) found values and ethics as defining concepts in social work leadership. Social work values guide the profession and its processes which include leadership (Rank & Hutchison). Clairborne (2004) outlined essential skills for social leaders such as communication, relationship building, and empowerment of followers over an emphasis on the power of the leader but did not refer to these skills in terms of values or the manifestation of a solid value base. The history of social work demonstrates the integration of values, service, and leadership (Day, 2006).

Proctor (2003) stated that social workers have historically impacted the lives of individuals through direct service, advocacy, and improving service delivery systems. The professions' values guide interventions, ethical decision-making, and advocacy on behalf of oppressed populations (Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, 2006. The contemporary literature suggests potential value conflicts for social workers as the profession is industrialized and subject to the paradigm shifts of managed care and increased demands for service by an aging population (Hudson, 2000; Skerrett, 2000).

The managed care paradigm shift has changed service delivery systems with an increasing emphasis on cost containment and outcomes (Strom-Gottfried, 1997). Skerrett (2000) described the paradigm shift from "traditional social work to care management" (p. 63) often perceived to be in conflict with social work values of building relationships and maximizing the potential of each individual. Managed care often imposes limitations on numbers of visits and services provide. Social workers often describe the managed care paradigm shifts as a negative impact on the social work profession instead of an opportunity for social workers to assume leadership roles in advocating for client populations and service delivery (Mizrahi & Berger, 2005).

Rank and Hutchison (2000) reported that their study participants believed that the social work profession has undergone negative changes including an unwillingness or inability to be a leader when the social work value system would seem to propel social workers into leadership positions. Yet Claiborne (2004) found that organizations often perceive social workers as unskilled in management and leadership and more suited for mid-level coordination positions. Proctor (2003) suggested that social workers are overwhelmed in responding to large systems such as health care, welfare, and child protection. Rather than integrating social work values on a macro level of advocacy and social policy development social work values may remain ingrained on the micro or direct service level (Eisenberg, 2005; Proctor, 2003).

Skerrett (2000) recommended that the social work profession return to its strong value base and interpersonal communication skills to bring about change to the social environment. Social service leaders have to promote equality, strengthen government, assure accountability, redefine the structure, reform giving, and believe in change (Eisenberg, 2005). These leadership tasks are congruent with social work values and skills (NASW, 1999). The literature contains consistent messages about the strength of social work values, the need for social work leadership, and the importance of the social work profession being able to meet the increasing needs of a changing society.

Social work values are tested and even conflicted when service delivery systems change (Fisher, 2005). Shrinking governmental funds, limited community resources, and the threat of for-profit market emergence have created a crisis in service delivery demanding that social work leaders consider how services are delivered and to whom (Fisher, 2005; Skerrett, 2000). Yet the researcher was unable to find any studies that only

explore the relationship between social work values and leadership style. Rank and Hutchison (2000) published the only peer-reviewed, scholarly study found that addressed social work values as an imperative component of social work leadership.

Values are the foundation of the social work profession and compatible with various leadership models. Yet nowhere in the NASW Code of Ethics does the word leadership appear, perhaps because leadership is an implied function of advocacy and community organizing (NASW, 1999). The compatibility between social work values and leadership models suggests that the social work profession would produce a myriad of leaders, yet the literature demonstrates the opposite (Perlmutter, 2006). Understanding the role of values and leadership and determining how values influence, if at all, social work leadership is important to the profession. If there is a relationship between social work values and leadership that discussion can play an important role in shaping how the social work profession cultivates leaders.

Current Findings

The current and future needs of a growing and aging society, ongoing changes in social service delivery systems, and federal funding shifts as a result of the September 11, 2001 terrorist attacks in America, and the subsequent wars in Afghanistan and Iraq shape the context of this study and support the need for social work leadership. Proctor (2003) suggested that social workers are overwhelmed in responding to large systems such as health care, welfare, and child protection. Societal problems such as poverty, racism, health care, and child welfare are increasing in volume and complexity, potentially crumbling the foundation of society by not caring for the most vulnerable populations in a proactive and cost-effective manner (Eisenberg, 2005; Fisher, 2005).

In contrast, governmental funds are shrinking, community resources are limited, and for-profit market emergence is threatening social service leaders (Bent-Goodley, 2002; Fisher, 2005; Vodde & Gallant, 2002). The NASW (2006) released a report stating that the U.S. Census Bureau data indicated that despite four years of growth in the national economy, the United States did not experience any decline in poverty. Health insurance coverage is another concern. "Although the number of people with health insurance coverage increased by 1.4 million between 2004 and 2005, the number without such coverage rose by 1.3 million to 46.6 million" (NASW, ¶5).

The U.S. Department of Labor (2006) reported that the number of social workers serving the aging population is decreasing while the needs of older adults are increasing. Social workers can serve as leaders who promote a healthy aging process as well as innovative service delivery by communities designed to meet the needs of older adults (Marshall & Altpeter, 2005; Sisco, Volland, & Gorin, 2005). Social workers will need to work closely with families, volunteers, caregivers, and communities to repair the fragmented health care and social service systems serving older adults (Berkman, Gardner, Zodikoff, & Harootyan, 2005; Globerman, White, & McDonald, 2002). Rice and Fineman (2004) concluded that the economic impact of an aging society will result in not only an investment in prevention services but also a concentrated effort to recruit, educate, and train a workforce to understand and care for an aging population.

Managed care changed service delivery systems with an increasing emphasis on cost containment and outcomes (Strom-Gottfried, 1997). Skerrett (2000) described the managed care paradigm shift from "traditional social work to care management" (p. 63) with a dual focus on quantitative and qualitative measures. Skerrett recommended that

the social work profession return to its strong value base and interpersonal communication skills to bring about change to the social environment. Social workers often described the managed care paradigm shifts as a negative impact on the social work profession instead of an opportunity for social workers to assume leadership roles in advocating for client populations and service delivery (Mizrahi & Berger, 2005). Social service leaders have to promote equality, strengthen government, assure accountability, redefine the structure, reform giving, and believe in change rather than fear its consequences (Eisenberg). Change creates opportunities for growth, innovation, and enterprise rather than chaos (Hazy, 2006; Higgs, 2003; Hudson, 2000; Loup & Koller, 2005).

The terrorist attacks on September 11, 2001 changed the lives of Americans. In the social service arena it called attention to direct service needs such as trauma, mental health, and grief counseling (Haynes & Mickelson, 2006). The country focused on the needs of the victims, the community, and recovery efforts, at times at the expense of other social service systems that traditionally received public (governmental) or private (donor) funding (Haynes & Mickelson). Mandell (2002) reported far-reaching national effects of thousands of job losses, increases in poverty stricken individual and families, and deep budget cuts for social service programs as a result of the attacks and the national response.

An economic impact on social service funding ensued as the federal government reallocated funding to a newly created Department of Homeland Security and subsequently the military funding for the war in Iraq (Haynes & Mickelson, 2006). Manske (2006) studied the impact of the returning soldiers from Afghanistan and Iraq on

the Veteran's Administration and concluded that the more than 20,000 wounded stressed an already overloaded system. There is a key role for social workers to play in planning, coordinating, and providing health, mental health, and supportive services for this population, requiring leaders to understand needs and mobilize systems (Manske).

The literature adequately addressed significant contextual factors such as an aging society, response to managed care, and shifts in governmental policy and funding (Haynes & Mickelson, 2006; Manske, 2006; Marshall & Altpeter, 2005; Sisco, Volland, & Gorin, 2005; Skerrett, 2000). The literature also demonstrated consensus about the need for effective leaders to address the change and create organizations that can respond to societal needs (Eisenberg, 2005; Fisher, 2005). Contemporary literature suggested potential value conflicts for social workers as the profession is industrialized and subject to the paradigm shifts of managed care and increased demands for service by an aging population (Marshall & Altpeter; Min, 2005; Mizrahi & Berger, 2005; Rice & Fineman, 2004; Skerrett). The history of social work demonstrates the integration of values, service, and leadership (Day, 2006). To bridge the gap between value conflict and value application leaders must be assertive and responsive (Bass, 1990; Greenleaf, 1977; Loup & Koller, 2005; Stephenson, 2004).

Defining and discussing the social work leadership in the contemporary context was imperative in this study. In this study of social work values and leadership styles, the context of society is the reality for its leaders. Census data and empirical research document the growing societal needs and shrinking governmental resources. Paradigm shifts create opportunities for growth and innovation (Bent-Goodley, 2002).

Opportunities for Social Work Leaders

The literature documented few studies of social work leadership. Rank and Hutchison (2000) performed the only research study found that clearly articulated the importance of social work values and social work leadership as identified by study participants. Rank and Hutchison conducted research with individuals in leadership positions with the Council on Social Work Education (CSWE) and the National Association of Social Workers (NASW). This study used the Rank and Hutchison qualitative interview tool (with permission from the authors) to further explore perceptions of leadership and values with a different study sample.

This study employed a purposeful (Creswell, 2005; Seidman, 2006), also referred to as a purposive (Dudley, 2005; Neuman, 2003; Schutt, 2006; Schwandt, 2001), sampling strategy to help understand the concept of leadership in the social work profession. Silverman (2005) indicated that purposeful and theoretical sampling, as discussed in qualitative research, can be synonyms when the researcher clearly defines the *purpose* for selecting study participants based upon the theoretical context such as ones profession. The purpose of this sample is the selection of individuals who are members of the social work profession, a profession defined by education and professional values and a code of ethics (CSWE, 2006; NASW, 1999).

This study employed a data collected process through interviews of a sample of community-based social work leaders selected through a purposeful, convenience sampling method. According to Creswell (2005), "in purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon" (p. 204). The study included identification of individuals who meet the operational

definitions of social workers in leadership positions to gain useful information about the relationship between social work values and leadership (Creswell; Neuman, 2003). The sample was also convenient because the participants are located in the researcher's geographical region (Creswell; Neuman).

The sample for this research study included social workers employed by organizations located within the Tampa Bay Area of the State of Florida. The Tampa Bay Area includes five counties along the central Gulf coast of Florida including Hillsborough, Pasco, Pinellas, Manatee, and Sarasota Counties. The local university school of social work draws students from each of these five counties (University of South Florida, 2006) and the U.S. Census Bureau (2005) reported over 3,000 health care and social assistance organizations located in the five counties in 2002. The region demonstrates steady population growth.

The U.S. Census Bureau (2005) provided population and demographic data for each of the counties within the study. For example, four of the five counties selected for the study demonstrated higher rates of population growth in a five year period (2000-2005) than the State of Florida average of 11.3% (U.S. Census). The fifth, Pinellas County, only experienced a 0.7% percent change. Conversely, Pinellas County has 3,292 persons per square mile as compared to the state average of 296.4 persons per square mile (U.S. Census). The U.S. Census Bureau estimated a 2005 population of 3,162,284 in the five Florida counties selected. Population growth is an indicator of potential increases in social service needs (Eisenberg, 2005).

Outcomes from this study can potentially assist Tampa Bay Area social work leaders in developing future leaders who can transform organizations and promote

innovation in nonprofit organizations. Jaskyte (2004) suggested that innovation in nonprofit organizations can be uncomfortable and intimidating unless promoted by leaders who create strong, value-based organizational cultures. Innovation includes moving away from traditional models of service delivery and creating new models that make effective use of human capital, resources, and time (Higgs, 2003; Martin & Ernst, 2005; Poole & Colby, 2002).

Chapter Summary

The review of the literature included a historical overview of social work leadership and three leadership models congruent with the social work profession. The three models reviewed included transformational (Bass, 1990; Bass, 2003; Yukl, 1999), servant (Greenleaf, 1977; Sendjaya & Sarros; Smith & Kuzmenko, 2004; Whetstone, 2002), and grassroots (Bergmann, 1999, Bothwell, 2002; Jones, 2004) leadership. The literature review examined social work specific leadership studies (Claiborne, 2004; Gellis, 2001; Mary, 2005; Mizrahi & Berger, 2005; Rank & Hutchison, 2000) and presented an overview of social work values. Historical perspectives were accompanied by current findings and a discussion of the future of social work leadership.

The next chapter provides a discussion of the research methods used for this research study. The chapter includes and outline of the study design, appropriateness, population, and data collection methods. Chapter 3 also describes how the design accomplished the goals of the study.

Chapter Conclusion

Brilliant (1986) inquired if leadership was the "missing ingredient" in social work (p. 325) and the question remains relevant. The social work profession is rooted in a

value system and guided by a code of ethics (NASW, 1999). The history of social work demonstrates the integration of values, skills, service, and leadership resulting in the improvement in lives of individuals and societal change (Day, 2006). Conversely, the Code of Ethics of the National Association of Social Workers does not discuss leadership as a professional value (NASW).

Core values of social work include "service, social justice, dignity and worth of the person, importance of human relationships, integrity [and] competence" (NASW, 1999, ¶ 3). These values are compatible with transformational, servant, and grassroots leadership styles (Bass, 1990; Bergmann, 1999; Greenleaf, 1977). This compatibility of professional values and leadership style suggests that the social work profession would produce a wealth of leaders, yet the opposite exists, an abundance of direct practice social workers, rather than social workers in leadership positions (Claiborne, 2004; Perlmutter, 2006; Rank & Hutchison, 2000).

The literature contained consistent messages about the strength of social work values, the need for social work leadership, and the importance of the social work response to managed care, shifts in governmental funding and policy, and meeting the increasing needs of a changing society (Eisenberg, 2005; Fisher, 2005; Marshall & Altpeter, 2005; Proctor, 2003; Skerrett, 2000). Contemporary studies explored social work leadership in specific settings such as academia, health care, and governmental organizations (Claiborne, 2004; Gellis, 2001; Mary, 2005; Mizrahi & Berger, 2005; Rank & Hutchison, 2000). Yet there are no studies specifically exploring the relationship between social work values and leadership style. If there is a relationship between social

work values and leadership style that discussion can play an important role in shaping how the social work profession cultivates leaders.

This study furthers Rank and Hutchison's (2000) germinal and seminal research by studying and interviewing another sample of social work leaders. The findings allow the broadening of contribution to the social work profession and leadership body of literature. Since few studies of social work leadership exist there is an opportunity to play a role in creating new knowledge and supporting the social work profession in its quest to plan for the future.

CHAPTER 3: RESEARCH METHODS

The purpose of this qualitative, phenomenological study was to explore the perceptions of leadership, including the role of professional values, among 20 social work leaders located within the Tampa Bay Area of the State of Florida. Phenomenology allowed the researcher "to discover participants' lived experiences and how they make sense of them" (Babbie, 1998 p. 281). The study incorporated use of the Rank and Hutchison (2000) interview tool to explore social work leaders' perceptions used to define the concept of leadership, identify the importance of professional values and skills, and create a mission for social work leaders.

Qualitative research is appropriate when variables are unclear and require exploration of a topic from participants, allowing for detailed and varied responses and when there is little written on a topic (Creswell, 2005; Neuman; 2003; Schwandt, 2001; Shank, 2006; Silverman, 2005). Rank and Hutchison (2000) noted that meaning emerged from the data collected, rather than being able to approach the topic with clear variables. Qualitative methods are often inductive and allow the researcher to identify concepts and create meaning through words and themes within a social context (Neuman, 2003). A phenomenological approach was appropriate in this study due to the limited study of social work leadership and a commitment to "discover participants' lived experiences and how they make sense of them" (Babbie, 1998, p. 281) Qualitative research is also appropriate when a researcher is exploring the human meaning of a phenomenon shared by a certain group, such as social workers, by conducting in-depth, open-ended interviews with as many participants needed to achieve needed to achieve theoretical

saturation (Creswell, 2005; Neuman, 2003; Schwandt, 2001; Shank, 2006; Silverman, 2005).

The chapter outlines the qualitative research method and the appropriateness of the method and phenomenological design. The proposal discusses the population, sampling, and data collection procedures and rationale, addressing internal and external validity. The chapter also contains identification of the data analysis and the appropriateness given the qualitative, phenomenological design.

<div align="center">Research Methods and Design Appropriateness</div>

Qualitative Method

Qualitative research is appropriate when variables are unclear and require exploration of a topic from participants, allowing for detailed and varied responses, and when there is little written on a topic (Creswell, 2005; Neuman; 2003; Schwandt, 2001; Silverman, 2005). As outlined in literature review section, few empirical studies specifically addressing social work leadership exist (Claiborne, 2004; Gellis, 2001; Marshall & Altpeter, 2005; Mary, 2005; Mizrahi & Berger, 2001; Mizrahi & Berger, 2005; Rank & Hutchison, 2000; Sisco, Volland, & Gorin, 2005; Thompson, Menefee, & Marley, 1999; Vodde & Gallant, 2002). The Rank and Hutchison study was the only one found that uncovered the importance of social work values in social work leadership.

The variables related to social work leadership may change over time given the societal context (Berkman, Gardner, Zodikoff, & Harootyan, 2005; Corbin, 2005; Pollard, 2003; Skerrett, 2000). The quantitative studies presented in the literature focused on narrow aspects of leadership such as transactional and transformational style, measured by close-ended questions in specific settings, mainly hospitals (Claiborne,

2004, Gellis, 2001; Mizrahi & Berger, 2005). This doctoral study broadens the social work leadership focus and explores concepts as described by the participants.

Qualitative methods are often inductive and allow the researcher to identify concepts and create meaning through words and themes within a social context (Dudley, 2005; Neuman, 2003). Simon (2006) indicated that qualitative methodologies "…support the view that reality, which is based on perceptions, is different for each person, changes over time, and derives meaning primarily from context" (p. 37). Through an inductive process, Rank and Hutchison (2000) sought to create a definition of social work leadership, identification of values and skills, and a mission statement eight years ago that might present differently in 2008, given societal changes and changes in leaders themselves.

This study explored how social work leaders located in the Tampa Bay Area of the State of Florida perceive the concept of leadership, values, skills, and the needs of the future. The study was not testing a theory, but rather developing meaning evidenced by participant perceptions of the occurrence (Creswell, 2005; Groenewald, 2004; Silverman, 2005; Shank, 2006; Simon, 2006). The data collected was in the form of text rather than numbers. The outcomes generated are in the form of quality rather than quantity or exact amounts (Schwandt, 2001). A qualitative method was compatible with use of the open-ended interviews and the tool used (Rank & Hutchison, 2000).

Qualitative research offers various designs including phenomenology, phenomenography, ethnographic, narrative, case studies, hermeneutic, and grounded theory study (Schwandt, 2001; Simon, 2006). This study did not seek to present a case study or a narrative of an individual, nor was it ethnographic where the researcher is

studying a case or a group (Schwandt; Simon). The study did not seek to develop theory from the data as in the grounded theory design, nor did it focus on thinking and learning as in phenomenography (Schwandt; Simon). The study did focus on life experiences and meanings and reported that meaning as in phenomenology with the individual as the knower (Schwandt; Shank, 2006; Simon), but not to interpret such as in hermeneutics (Schwandt; Shank; Simon).

Phenomenological Design

Phenomenology is rooted in existentialism as both a philosophy and a research method (Groenewald, 2004; Moustakas; 1994; Simon, 2006). Created by Edmund Husserl, phenomenology sought to "return to the concrete" by understanding that meaning was based upon the experience of something (Groenewald, 2004, p. 4). Shank (2006) gives the example that individuals are not simply afraid, but afraid of *something,* thus the *something* is what phenomenologist seeks to uncover. Phenomenologists concur that there is no one single meaning, but individuals hold their own realities that may change given time, space, and relationships (Groenewald; Moustakas; Roubach, 2004; Shank; Simon).

Shank (2006) indicated that "the task of phenomenology was to move past, or transcend, our conscious awareness of the nature of things, to an eventual awareness of things themselves as they really are" (p. 132). Schutz, a social scientist, was perhaps the first to use phenomenology to use a systematic approach to exploring how individuals understand and function within their worlds (Shank). This approach takes into consideration individualism, context, and change, essentially a person-in-the-environment approach consistent with the social work professions' approach to practice (Hepworth,

Rooney, Rooney, Strom-Gottfried, & Larsen, 2006). Babbie (1998) described phenomenology as a qualitative research methodology used "to discover participants' lived experiences and how they make sense of them" (p. 281).

Social work practice is also systematic process that is sensitive to subtle issues, identifies underlying problems and meaning attached to events, and extends support and creativity in understanding and problem-solving (Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, 2006). Social workers might adopt phenomenology as a research design because of it compatibility with the profession's approach to understanding meaning for individuals, families, and groups. Social work practice includes beginning where the client is (Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen). For example, social work researchers, Rank and Hutchison (2000) discussed a posteriori approach to data collection and data analysis indicating that analysis was not committed to deductive theory, but rather open to the development of concept, definition, and understanding that evolved from the data collected from interviewees.

The authors (Rank & Hutchison, 2000) content analysis that constructed themes through constant comparison is consistent with a phenomenological approach, although lacking in theoretical sampling. With permission, the researcher used the Rank and Hutchison validated interview tool used eight years ago. The tool allowed for examination of changes in meaning over time and within societal context as appropriate in a phenomenological approach (Simon, 2006).

Phenomenology is an appropriate design for this study because it allowed for exploration of the phenomenon of social work leadership from the perspective of a group of individuals' lived experiences in leadership positions (Babbie, 1998; Groenewald,

2004; Moustakas, 1994; Shank, 2006; Simon, 2006). The research questions posed inquiry as to how social work leaders define a concept (or event) and subsequent meaning (mission) for the future of the profession. The research began with the meaning or evidence from each individual participant but then yielded patterns and rich description as additional interviews occurred until there was no further discovery (Moustakas; Shank; Strauss & Corbin, 1998). The aim of this research study was to create a definition of social work leadership, explore the role of professional values, if any, and develop a mission for the future of the profession. Phenomenology lends itself to this goal by allowing participants to create meaning and understanding of a concept and create a statement about the future occurrence as sought though the research questions (Groenewald; Simon).

<div align="center">Research Questions</div>

Research questions are: expressed as questions; indicate a relationship that warrants examination; and imply empirical exploration or testing (Cone & Foster, 2004; Schutt, 2006). Since the study was a qualitative, phenomenological approach the questions were broad and general, seeking to understand the perceptions and experiences of a target population in regard to the development of concepts, definitions, and meanings (Creswell, 2005; Shank, 2006, Simon, 2006). Hypotheses and variables were not appropriate in this qualitative study since the researcher was not testing a theory or relationship (Creswell; Dudley, 2005; Schutt, 2006). The research questions in the study included:

1. How do social work leaders define the concept of leadership for the social work profession?

2. What is the role of professional values in leadership?

3. How does the leadership concept differ from the social work profession than for other disciplines?

4. What are the essential leadership skills for social workers?

5. What is the mission for leaders of the social work profession?

The first question allows the researcher to understand what elements comprise the concept and meaning, or contribute to the definition of leadership among social work leaders. The question assists in determining if social work leaders believe professional values are an important element in the discussion and definition. Leaders listed values and ethics only behind *proaction* in the Rank and Hutchison (2000) study. The second research question specifically addresses the role of values in social work leadership but is not a direct question of the interview instrument.

The third research question uncovers the perceived context and uniqueness of the profession that social work leaders may attribute to the adoption and commitment of a professional value system and *Code of Ethics* (NASW, 2007; Reamer, 2006). Rank and Hutchison (2000) found that participants named "commitment to the NASW *Code of Ethics*" (p. 493) as the first factor differentiating the social work leadership from other disciplines. The question creates another opportunity to understand the role of values in social work leadership.

The fourth question allows for gathering data about the perceived skills needed for social workers to serve as leaders and link those skills to various leadership models as discussed in the literature review. Rank and Hutchison (2000) found community development skills ranked highest by study participants. The question is important in

addressing how social work leaders perceive leadership in terms of specific skills needed to be effective and responsive to future needs.

The final research question delves into what social work leaders believe need to be the goals and direction for the profession. Rank and Hutchison (2000) found that for this question "the four themes that emerged within the varied responses were: political advocacy, professional identity, social reconstruction, and vision" (p. 496). The question allows for linkage of responses with various leadership models and presenting a proposed mission for future social work leaders.

The research questions were four (question one, three, four, and five) of the eight open-ended interview questions asked in the Rank and Hutchison (2000) study. The four questions were the nucleus of the study and focused on the problem statement. The questions guided the study toward the goal of exploring and understanding the concept, or phenomenon, of leadership and the role of professional values among social work leaders. Through constant comparison of interview responses and identification of themes, exploration of changes in perceived needs given the current societal context can occur (Moustakas, 1994; Strauss & Corbin, 1998).

<div align="center">Population and Sampling</div>

Population

This research studied the concept of leadership among the population of social workers who serve in leadership positions. Social workers practice in hospitals and health care settings, schools, mental health clinics, senior centers, child welfare agencies, the military, disaster relief organizations, private practice, employee assistance programs, substance abuse treatment agencies, public housing settings, criminal and juvenile justice

programs, and other public and private organizations (NASW, 2007). The United States Department of Labor (2007) reported that "social workers held about 562,000 jobs in 2004" (¶ 16).

Almost 90% of social workers were employed in health care, social assistance, and governmental positions, nearly half (272,000) work as child, family, and school social workers, 116,000 work in mental health and substance abuse settings, and 110,000 work as medical and public health social workers. Another 64,000 social workers report working in *other* positions, not clearly identifying leadership positions (United Stated Department of Labor). The U.S. Census Bureau (2005) reported over 3,000 health care and social assistance organizations located in the five county (Hillsborough, Manatee, Pasco, Pinellas, and Sarasota) Tampa Bay Area of the State of Florida in 2002, but it is difficult to determine how many organizations employ social workers in leadership positions. A mere 10% would yield a potential population of 300 social work leaders.

Sample Method

This study employed a purposeful (Creswell, 2005; Seidman, 2006), also referred to as a purposive (Dudley, 2005; Neuman, 2003; Schutt, 2006; Schwandt, 2001), and theoretical (non-probability) sampling strategy to help understand the concept of leadership in the social work profession (Creswell, 2005). According to Creswell, "in purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon" (p. 204). Individuals who meet the operational definitions of social workers in leadership positions can provide useful information about the relationship between social work values and leadership (Creswell; Neuman). The sample was also convenient because the participants were located in the researcher's

geographical region and the researcher could easily identify participants through professional associations and relationships and the field placement office of the school of social work at the local university serving the geographical local (Creswell; Dudley; Neuman).

Silverman (2005) indicated that purposeful and theoretical sampling, as discussed in phenomenology, can be synonyms when the researcher clearly defines the *purpose* for selecting study participants based upon the theoretical context such as ones profession. The purpose of this sample was selection of individuals who are members of the social work profession identified by education and professional values and a code of ethics, can contribute to the exploration of social work leadership concepts (or events), and can provide theoretical saturation (Shank, 2006). The design employs theoretical sampling in phenomenology by conducting as many interviews needed, "until theoretical saturation is reached (i.e., additional analysis no longer contributes to anything new about a concept)" (Schwandt, 2001, p. 111).

Sample Selection Criteria

The study sample criteria included social work leaders employed by organizations located within the five county (Hillsborough, Manatee, Pasco, Pinellas, and Sarasota) Tampa Bay Area of the State of Florida. The U.S. Census Bureau (2005) reported over 3,000 health care and social assistance organizations located in the five counties in 2002, but it is difficult to determine how many organizations employ social workers in leadership positions. Participant identification and selection includes assistance from the local university school of social work faculty and professional affiliations.

A letter of invitation to participate was sent to each individual participant (see Appendix A). Efforts to achieve theoretical saturation and increase the ability to generalize findings were an important aspect of the study (Strauss & Corbin, 1998). For example, the preference was to not have the majority of participants educated in the same state or participants of the same gender or ethnicity. Constant comparison of data for saturation occurred with the social work leaders interviewed (Strauss & Corbin). Selection of additional participants was not necessarily.

For the purpose of this study, social workers are "graduates of schools of social work (bachelor's, master's, or doctoral degrees) who use their knowledge and skills to provide social services for clients (who may be individuals, families, groups, communities, organizations, or society in general)" (Barker, 2003, p. 410). For the purpose of this study a *social worker* is an individual who has obtained at least a Master's Degree in Social Work (MSW) from a higher education program accredited by the Council on Social Work Education (CSWE).

In this study a *leadership position* was defined by title including: executive director, assistant or associate executive director, chief executive officer, chief operating officer, president, vice president, chairperson, vice chairperson, or departmental or division directors in large institutions such as hospitals and/or governmental entities. The titles indicate macro-level social work using a variety of skills and interventions. Macro-level skills and interventions are imperative in decision-making, influencing policy, and leading organizations (Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, 2006; Netting, Kettner, & McMurty, 2004).

Organizations that provide direct social services to clients often employ social workers as leaders. Agencies may include affiliates of national organizations such as Family Service Association, Big Brothers Big Sisters, YMCA, or United Cerebral Palsy. Organizations also include social service providers that are local in service scope such as mental health centers, substance abuse treatment centers, counseling centers, domestic violence shelters, hospitals, and local governmental departments (NASW, 2007).

Organizations that do not provide direct social services to clients but perform social work related community functions such as planning, funding, capacity building, education and training, and membership services also employ social worker as leaders (NASW, 2007). The organizations may also include affiliates or chapters of national organizations such as National Association of Social Work (NASW) chapters or United Way agencies. Local entities may include children's councils, advocacy organizations, universities, and governmental entities.

The *Tampa Bay Area* includes five counties along the central Gulf Coast of Florida (Hillsborough, Pasco, Pinellas, Manatee, and Sarasota Counties). The local university school of social work draws students from each of these five counties (University of South Florida, 2006) and the U.S. Census Bureau (2005) reported over 3,000 health care and social assistance organizations located in the five counties in 2002.

Informed Consent, Confidentiality, and Geographical Location

Study participation was voluntary and limited to social work leaders located in the Tampa Bay Area of the State of Florida due to limited resources and time constraints. The researcher did not experience any difficulty in identifying participants that met the study criteria or gatekeeper conflicts (Creswell, 2005). Participants in this study were

leaders of various organizations and the researcher contacted each individually and directly to schedule an interview. Participant *permission to be studied* was obtained through informed consent that fully disclosed the nature of the study, protection from any harm, and assurance of confidentiality and privacy (Creswell, 2005) (see Appendix B). Seidman (2006) recommended several practices that ensure ethical and respectful consideration of in-depth interviewing participants. The researcher adopted and implemented these practices described below.

Each participant received an explanation of the Institutional Review Board (IRB) process and steps taken to gain approval (Seidman, 2006). Permission from the University of Phoenix Institutional Review Board ensuring the protection and rights of the human subjects was imperative. The researcher completed the initial and refresher CITI Human Rights training required by the IRB. Data collection did not commence until IRB approval of the study proposal and subsequent assurances.

Study participants received an informed consent that included "the purpose of the research, how it will be conducted, for how long, and if there are any sponsors of the research" (Seidman, 2006, p. 61). The researcher then obtained a written informed consent from each participant, verified understanding verbally, and addressed any questions or concerns raised by participants (see Appendix B). Each participant also received in the mail a photocopy of his or her signed consent form.

The researcher discussed any risks with each participant (Seidman, 2006). Participants received verbal and written information about any potential risks, including discomfort in discussing the topic or due to the sample size speculation of responses matched to participants, via a written informed consent (see Appendix B) and verbal

script (see Appendix E). The discussion of risks was uniform for each participant as the researcher used a script to describe the various elements (see Appendix E). None of the participants expressed concern or discomfort about potential risks. On the contrary, several participants expressed the desire to participate openly without concern of identification.

The researcher discussed rights and benefits of the study with participants (Seidman, 2006). Participants in this study were volunteers and had the right to withdraw from the study or terminate an interview at any time. Participants also had the right to privacy and confidentiality (see Appendix B). Study participants received information about the benefits of contributing to the body of scholarly research and assisting the social work profession in a further exploration of social work leadership via informed consent and the use of a script (see Appendix B and Appendix E).

Each participant received information about the confidentiality of records (Seidman, 2006). Participant records are confidential with the researcher as the sole interviewer, transcriber, and data analyst. Original interview audio tapes and hardcopy data collection material are currently secure in a locked file cabinet with no access to the casual observer. The data analysis procedures employed a multi-level coding process that de-identified participants. Electronic data analysis material will remained on a password protected computer only accessed by the researcher until completion and approval of the study. After completion and full approval of the study, the researcher will print the material in hardcopy format. The researcher will then permanently delete the material from the computer. All data collected (audio tapes, hardcopy transcripts, and electronic

printed data analysis) will be kept in a secure (locked) file cabinet, kept confidential for three years, and then permanently destroyed by the researcher.

The researcher explained dissemination of the study findings with each participant (Seidman, 2006). Disclosure about data use and data sharing upon completion of the study occurred with study participants (see Appendix B and Appendix E). The researcher provided her name, address, telephone numbers, and an email address to each participant (see Appendix B). Additionally, each participant received contact information for University of Phoenix School of Advanced Studies (see Appendix B).

<div align="center">Data Collection</div>

This study explored how social work leaders located in the Tampa Bay Area of the State of Florida perceive the concept of leadership, values, skills, and the needs of the future. The study did not testing a theory, but rather reported meaning and understanding of participant perceptions (Creswell, 2005; Silverman, 2005; Simon, 2006). The data was collected in the form of text rather than numbers. The outcomes generated are in the form of quality rather than quantity or exact amounts (Schwandt, 2001).

The researcher has the primary role of collecting data in a qualitative study (Shank, 2006). In this study, data collection included predominantly in-depth, in-person interviews with participants, conducted by the researcher. Interviews took place in the setting preferred by the participant. The researcher transcribed each interview (see Appendix F). Additionally, conceptual level data collection included the recording of observations, theoretical notes that addressed thoughts about the adequacy of sampling, and creation of diagrams of relationships discovered throughout the interview process (Groenewald, 2004; Moustakas, 1994; Shank, 2006; Strauss & Corbin, 1998).

Given the potentially small sample size and close proximity of the convenience sample, the researcher used an in-person interview process rather than observation, telephone interviewing, written surveying, or focus groups. Since the study sought to understand the definition of the concept of leadership and the role of values there were no processes to observe, rather the participants generate data through inquiry and discussion of meaning (Schwandt. 2001; Shank; Creswell, 2005). The study method could have included telephone, written, or electronic communication but the nuances of in-person inquiry including facial expressions and body language were very important to the phenomenological design (Seidman, 2006). Individual perceptions versus group or collective response of a focus group were also important in this study (Creswell). Phenomenology encourages rich, thick description of nominal data on the conceptual level as well as interview responses from individuals (Shank; Simon, 2006; Strauss & Corbin, 1998).

The researcher used written tools used to collect data based upon the following data recording interview protocol and script (see Appendix E) (Creswell, 2005; Seidman, 2006). The researcher used the script to ensure uniformity in delivery of the study overview and asking of interview questions (Seidman). The script included: a standard introduction from the researcher and written contact information; an opening statement about the purpose of the study and how it would be conducted; a confidentiality statement; a statement about audio recording the interview; confirmation that the participant understood the process; a brief interview of the participant to gather demographic data; the formal interview based upon the survey instrument with note jottings of answers to questions and other observations such as facial expression and

body language; a closing to the interview with the researcher offering an opportunity for final comments or questions and thanking of the participant for his or her time and interest in the research study (see Appendix E).

Participant Identification, Invitation, and Interview Scheduling

For the purposes of this study the researcher operationally defined a *social worker* by degree attainment of at least a master's degree in social work (MSW). A *leader* was defined by position within an organization (executive director, assistant or associate director, president/CEO, vice president, chief operating officer, or director in a large institution). The *Tampa Bay Area* of the State of Florida included a five county region (Hillsborough, Manatee, Pasco, Pinellas, and Sarasota Counties). A goal of the study was to interview at least 20 social work leaders from the Tampa Bay Area of the State of Florida in person seeking saturation of themes expressed by participants.

As the researcher prepared for the study in general and later data collection, a number of sources assisted in the identification of study participants as outlined by the operational definitions of the sample criteria. These sources included the local university school of social work faculty and staff, professional social work associations, and social workers within the Tampa Bay community. The researcher also made personal social work contacts based upon professional experience within the community.

The researcher noted a high level of interest and enthusiasm about the topic and a genuine interest in participating in the study during initial contacts with potential participants. The researcher prepared a list of potential participants that met the sample criteria of 20 social work leaders in the Tampa Bay Area of the State of Florida. The researcher identified 30 potential participants and invited 23 social work leaders until 20

accepted and confirmed within 1 week of the initial invitation. An email with an invitation letter attached was sent to five potential participants at a time with interview time slots provided. Only one social work leader rescheduled an interview and only one leader had to cancel an interview due to illness. The researcher was able to secure an alternate to participle in the study.

Study Interviews

The researcher completed 20 interviews within 4 weeks of the initial scheduling. The interviews lasted 45-90 minutes depending on the amount of elaboration by the participant. The interviews occurred at the preferred location of the participant and varied in settings such as restaurants, book stores, coffee shops, offices, and the home of one participant.

The interviews were audio taped and the researcher transcribed each interview (see Appendix F). After completion of the transcription the each respondent received a copy of an outcome document to verify accuracy in data collection and interpretation (Creswell, 2005). The researcher made changes to two of the interviews as suggested by the participants.

The researcher was seeking saturation of themes and concepts offered by the participants. Theoretical saturation occurs when no new discoveries are uncovered regarding the concepts studied (Groenewald, 2004; Schwandt, 2001; Shank, 2006). The researcher interviewed participants until no new information emerged and commonality occurred in perceptions and themes. Saturation seemed to occur after 10-12 interviews. The researcher identified more complete saturation in trends and themes after 15

interviews of social work leaders. A subsequent five interviews confirmed no new insights or perceptions among participants.

In summary, demographic data collection such as professional title, age range, gender, ethnicity, years in practice, years in leadership position occurred first. Then the interview data collection using the survey instrument questions occurred. Simultaneously, conceptual level observations, thoughts, notes regarding theoretical saturation, and other *jottings* as appropriate occurred (Creswell, 2005; Groenewald, 2004; Seidman, 2006; Strauss & Corbin, 1998).

The data collected reflects the problem statement, the limited literature, and an opportunity to use a validated tool to explore the concept of social work leadership and the role of professional values. Demographic data allowed the researcher to describe the participants without disclosing identity. Demographics illustrate the context of the data generated. The interview data reflects use of the literature and a validated tool used to explore concepts of social work leadership and the role of professional values (Rank & Hutchison, 2000). The researcher's notes supported the phenomenological tenet of constant comparison to derive meaning (Creswell, 2005; Strauss & Corbin, 1998; Shank, 2006; Simon, 2006). The data collection was appropriate given the phenomenological design that emphasizes "a balance between taking an objective stance as a researcher while being sensitive and aware of subtle issues and possibilities to extend the research in creative ways" (Shank, p. 130).

Instrumentation

This study employed use of a validated interview tool in the qualitative, phenomenological study. Rank and Hutchison (2000) developed and used the instrument

in an exploratory social work leadership study. The authors (Rank & Hutchison) granted permission to use the tool in this phenomenological study (See Appendix C). The Rank and Hutchison research is the only peer-reviewed study found by the researcher that links social work leadership with social work values and allows the participants to construct meaning around the concept of social work leadership and the future of the profession. The survey was the only validated tool found in the literature.

Selection Appropriateness

The eight open-ended questions are broad and general, seeking to understand the perceptions and experiences of a target population in regard to the development of concepts, definitions, and meanings (Creswell, 2005; Groenewald, 2004; Moustakas, 1994; Shank, 2006, Simon, 2006) (see Appendix D). In consultation with author Dr. Michael Rank, an additional contextual question addressing the geographical limitation of the study and potentially increasing the ability to generalize findings was included (see Appendix D).

The complete interview instrument including demographic questions and the open-ended questions is included in Appendix D. The interview questions appropriately addressed the research questions of the study: 1) how do social work leaders define the concept of leadership for the social work profession; 2) what is the role of professional values in leadership; 3) how does the leadership concept differ from the social work profession than for other disciplines; 4) what are the essential leadership skills for social workers; and 5) what is the mission for leaders of the social work profession? The research questions were four of the eight open-ended interview questions asked in the Rank and Hutchison (2000) study.

The four questions are the core of the study and focus on the problem statement. The questions guided this study toward the goal of exploring and understanding the concept of leadership among social work leaders. Through constant comparison of respondent meaning, the study explored changes in perceived needs given the current societal context (Groenewald, 2004; Moustakas, 1994; Shank, 2006; Simon, 2006; Strauss & Corbin, 1998).

Instrument - Reliability

Rank and Hutchison (2000) developed and field tested the instrument. The authors conducted a pilot study among social work students, faculty, and NASW members (Rank & Hutchison). Results of the pilot study demonstrated reliability or consistency and stability in responses as a pre-requisite for establishing validity which is meaningful and measures what was intended (Creswell, 2005; Dudley, 2005; Neuman, 2003; Simon, 2006).

<div align="center">Data Analysis</div>

This phenomenological study employed the Strauss and Corbin (1998) system of data analysis. Within the design Strauss and Corbin suggested a balance of the researcher's objectivity, yet an awareness of subtleties and the potential for creative exploration (Shank, 2006). The researcher not only interviews participants to collect data, but also uses field notes or memos to capture observations throughout the data collection process (Groenewald, 2004; Shank).

Strauss and Corbin standardized and structured the data analysis process which makes it attractive and recommended for the novice qualitative researcher (Shank, 2006). The structured steps accomplish a thorough analysis of the data (Creswell, 2005; Strauss

& Corbin, 1998). The data analysis included the following Strauss and Corbin coding process steps.

The first step was microanalysis. Strauss and Corbin (1998) described microanalysis as "the detailed line-by-line analysis necessary at the beginning of a study to generate initial categories (with their properties and dimensions) and to suggest relationships among categories; a combination of open and axial coding" (p. 57). The researcher read the text line-by-line and listened to the interview tapes slowly and carefully.

The second step was open coding, described as "the analytic process through which concepts are identified and their properties and dimensions are discovered in the data" (Strauss & Corbin, 1998, p. 101). Open coding required the researcher to *open up* the text and look for similarities and differences, and related meanings in order to develop categories (Strauss & Corbin). Text was also examined for properties or characteristics of the categories, dimensions, or range of the categories, and the emergence of subcategories (Strauss & Corbin). The researcher found it helpful to listen to the interview tapes several times in order to *hear* similarities. Then the written words within the transcript were categorized and relationships noted.

Axial coding was the third step and defined as "the process of relating categories to their subcategories, termed axial because coding occurs around the axis of a category, linking categories at the level of properties and dimensions" (Strauss & Corbin, 1998, p. 123). The analysis included two levels of exploration of text, analysis of the actual words used by the respondents and the researcher's conceptualization (Strauss & Corbin). The

researcher found this to be a subjective process requiring the naming and labeling of themes with attention paid to the meaning given by the participant.

The fourth step of analysis was selective coding. Selective coding is "the process of integrating and refining the theory" (Strauss & Corbin, 1998, p. 143). The selective coding process included the relationship aspects of the categories and subcategories and represents the *stories* of many reduced into interrelated concepts.

Coding for process occurred fifth in the analysis sequence. Strauss and Corbin (1998) defined coding for process as the "sequences of evolving action/interaction, changes in which can be traced back to changes in structural conditions" (p. 163). As part of the constant comparison feature of phenomenology, examining process occurs simultaneously with open, axial, and selective coding and considered at the micro and macro levels of impact (Strauss & Corbin).

The final step of the systematic data analysis process includes the development of a conditional/consequential matrix. Defined as "an analytic device to stimulate analysts' thinking about the relationships between macro and micro conditions / consequences both to each other and to process" (Strauss & Corbin, 1998, p. 181), this step allows the researcher to explore and if desired represent visually the relationships between micro and macro conditions, consequences, connectivity, and contingencies. The researcher informally used this tool in sketching out relationships, conditions, and relationships between responses but did not include it in the presentation of the findings due to the numerous interview questions and data presentations.

The systematic data analysis approach is a practical tool for creating meaning from the qualitative data. The data analysis technique allows the researcher to explore the

complexities of concept definition while following a prescribed process of interpretation and understanding (Strauss & Corbin, 1998). Given the subjective nature of the data collected, a phenomenological design and systematic thematic data analysis approach is appropriate for this research study.

<div align="center">Validity – Internal and External</div>

Shank (2006) discussed validity in qualitative research as a *truth,* complex and subjective. Simon (2006) discussed validity in qualitative research in terms of credibility of the participants and the data collected, rather than causal relationships of quantitative research. In order to establish validity in qualitative research one must consider each source of data and compare each source with others as described as constant comparison in ground theory (Strauss & Corbin, 1998). Creswell (2005) described "triangulation, member checking, and auditing" (p. 252) as three techniques used by qualitative researchers to establish validity.

Internal Validity

This study used two of the three techniques described by Creswell (2005) to address issues of internal validity. Triangulation is the process of corroborating multiple data sources and multiple perspectives to check the integrity of the inferences (Creswell; Schwandt, 2001). Through a phenomenological approach the researcher triangulated data through constant comparison of 1) responses generated by and among the study participants achieving saturation; 2) participant responses from the Rank and Hutchison (2000) study of social work leadership; and 3) the literature on social work leadership. Triangulation neutralizes bias and establishes rigor (Shank, 2006).

Creswell (2005) defined member checking as "a process in which the researcher asks one or more participants in the study to check the accuracy of the account "(p. 252). Interviews with participants were audio taped and transcribed prior to coding procedures. After completion of the transcription the each respondent received a copy of an outcome document to verify accuracy in data collection and interpretation (Creswell). The researcher made changes to two of the interviews as suggested by the participants. Auditing is the final technique proposed by Creswell and includes an external audit of the data by an outside source. Due to resource constraints, auditing did not occur. Triangulation and member checking are practices consistent with qualitative research, increasing validation of the findings and establishment of internal validity of the study (Strauss & Corbin, 1998).

External Validity

Dudley (2005) described external validity in terms of the ability to generalize a finding from the sample to larger population. Qualitative research has limited generalizability given small samples and exploratory nature of the study (Creswell, 2005). Due to the small, purposeful, convenient sample of this study, findings cannot be generalized to the larger population. The value in the study lies in the contribution to the discourse of social work leadership that can contribute to the external validity of future studies.

<div align="center">Chapter Summary</div>

Simon (2006) suggested that conducting a research project is similar to following a recipe and expecting the desired outcome. This doctoral dissertation offers a detailed *recipe* with comprehensive documentation so that subsequent researchers can duplicate,

replicate, or refute the study (Neuman, 2003). Detailed interview summaries, field notes, descriptions of processes used, and explanation of data coding and analysis are outcome documents of this study. Detailed processes may lead to increased reliability and validity demonstrated in this study and subsequent studies.

The purpose of this qualitative, phenomenological study was to explore the perceptions of leadership, including the role of professional values, among 20 social work leaders located within the Tampa Bay Area of the State of Florida. Phenomenology allowed the researcher "to discover participants' lived experiences and how they make sense of them" (Babbie, 1998 p. 281). The study incorporated use of the Rank and Hutchison (2000) interview tool to explore social work leaders' perceptions used to define the concept of leadership, identify the importance of professional values and skills, and create a mission for social work leaders. The chapter outlined the study method and design appropriateness and discussed the population, sampling, and data collection procedures and rationale. Chapter 3 also discussed issues of internal and external validity and data analysis.

The next chapter provides a discussion of the results of the study produced by the phenomenological approach. The researcher presents the data collection and data analysis processes and findings generated by the data analysis. Chapter 4 also describes additional findings and elements worthy of consideration.

CHAPTER 4: ANALYSIS AND PRESENTATION OF THE DATA

The purpose of this qualitative, phenomenological study was to explore the perceptions of leadership, including the role of professional values, among 20 social work leaders located within the Tampa Bay Area of the State of Florida. Phenomenology allowed the researcher "to discover participants' lived experiences and how they make sense of them" (Babbie, 1998 p. 281). The study incorporated use of the Rank and Hutchison (2000) interview tool to explore social work leaders' perceptions used to define the concept of leadership, identify the importance of professional values and skills, and create a mission for social work leaders. Chapter 3 provided a discussion of the study sample, data collection procedures, and data analysis process.

Chapter 4 provides a discussion of the results of the study produced using the phenomenological approach. The chapter begins with an overview of the research questions and data collection and analysis processes. Then the researcher presents the demographical characteristics of the study participants and findings generated by the systematic data analysis. The findings are thematic in relationship to each research question. The researcher also compares the findings to the Rank and Hutchison (2000) study that used the same interview tool and the literature addressing social work leadership and various leadership models. Chapter 4 also describes additional findings and any other elements worthy of consideration.

Research Questions

Research questions are: expressed as questions; indicate a relationship that warrants examination; and imply empirical exploration or testing (Cone & Foster, 2004; Schutt, 2006). Since the study was a qualitative, phenomenological approach the

questions were broad and general, seeking to understand the perceptions and experiences of a target population in regard to the development of concepts, definitions, and meanings (Creswell, 2005; Shank, 2006, Simon, 2006). Hypotheses and variables were not appropriate in this qualitative study since the researcher was not testing a theory or relationship (Creswell; Dudley, 2005; Schutt, 2006). The research questions in the study included:

1. How do social work leaders define the concept of leadership for the social work profession?

2. What is the role of professional values in leadership?

3. How does the leadership concept differ from the social work profession than for other disciplines?

4. What are the essential leadership skills for social workers?

5. What is the mission for leaders of the social work profession?

<div align="center">Data Analysis</div>

Strauss and Corbin standardized and structured the data analysis process which makes it attractive and recommended for the novice qualitative researcher (Shank, 2006). The structured steps accomplish a thorough analysis of the data (Creswell, 2005; Strauss & Corbin, 1998). The data analysis included the following Strauss and Corbin coding process steps.

The first step was microanalysis. Strauss and Corbin (1998) described microanalysis as "the detailed line-by-line analysis necessary at the beginning of a study to generate initial categories (with their properties and dimensions) and to suggest relationships among categories; a combination of open and axial coding" (p. 57). The

researcher completed this step as interviews were completed as well as several times after the interviews were transcribed, noting when relationships seemed apparent, or when divergence occurred.

The second step was open coding, described as "the analytic process through which concepts are identified and their properties and dimensions are discovered in the data" (Strauss & Corbin, 1998, p. 101). Open coding required the researcher to *open up* the text and look for similarities and differences, and related meanings in order to develop categories (Strauss & Corbin). Text was also examined for properties or characteristics of the categories, dimensions, or range of the categories, and the emergence of subcategories (Strauss & Corbin). The researcher found it helpful to listen to the interview tapes several times in order to *hear* similarities. Then the written words within the transcript were categorized and relationships further noted.

Axial coding was the third step and defined as "the process of relating categories to their subcategories, termed axial because coding occurs around the axis of a category, linking categories at the level of properties and dimensions" (Strauss & Corbin, 1998, p. 123). The analysis included two levels of exploration of text, analysis of the actual words used by the respondents and the researcher's conceptualization (Strauss & Corbin). The researcher found this to be a subjective process requiring the naming and labeling of themes with attention paid to the meaning given by the participant.

The fourth step of analysis was selective coding. Selective coding is "the process of integrating and refining the theory" (Strauss & Corbin, 1998, p. 143). The selective coding process included the relationship aspects of the categories and subcategories and represents the *stories* of many reduced into interrelated concepts. The researcher found

the selective coding as the final determination of themes that would be used to answer the research questions and offer the integration of the participant responses and researcher refinement of themes.

Coding for process occurred fifth in the analysis sequence. Strauss and Corbin (1998) defined coding for process as the "sequences of evolving action/interaction, changes in which can be traced back to changes in structural conditions" (p. 163). As part of the constant comparison feature of phenomenology, examining process occurs simultaneously with open, axial, and selective coding and considered at the micro and macro levels of impact (Strauss & Corbin). Social work is a profession that is cognizant of micro and macro levels of impact (Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, 2006). Participant responses often reflected micro/macro level considerations. For example, political conditions on the micro level of society impact social work on a micro level of client interaction and intervention (Netting, Kettner, & McMurty, 2004).

The final step of the data analysis process included the development of a conditional/consequential matrix. Defined as "an analytic device to stimulate analysts' thinking about the relationships between macro and micro conditions / consequences both to each other and to process" (Strauss & Corbin, 1998, p. 181), this step allowed the researcher to explore and if desired represent visually the relationships between micro and macro conditions, consequences, connectivity, and contingencies. The researcher informally used this tool in sketching out relationships, conditions, and relationships between responses but did not include it in the presentation of the findings due to the numerous interview questions and data presentations.

The systematic data analysis approach is a practical tool for creating meaning derived from the qualitative data. The data analysis technique allowed the researcher to explore the complexities of concept definition while following a prescribed process of interpretation and understanding (Strauss & Corbin, 1998). Given the subjective nature of the data collected, a phenomenological design and systematic thematic data analysis approach is appropriate for this research study.

Results and Findings

Participant Demographics (Gender, Race, and Age)

Of the 20 social work leaders who participated in interviews, (60%) were females and 40% were male (see Figure 1). Eighteen of the participants (90%) identified themselves as Caucasian and two (10%) identified as themselves as African American (see Figure 2). The participants spanned in age from 34-68 years of age, with a mean age of 53.4. Figure 3 depicts the ages by 5 year increments with 1 participant aged 30-35 (5%), 2 participants aged 26-40 (10%), 2 participants aged 41-45 (10%), 1 participant aged 46-50 (5%), 2 participants aged 51-55 (10%), 6 participants aged 56-60 (30%), 5 participants aged 61-65 (25%), and 1 participant aged 66-70 (5%). More that half (60%) of the participants were over the mean age of 53.5, 40% were not.
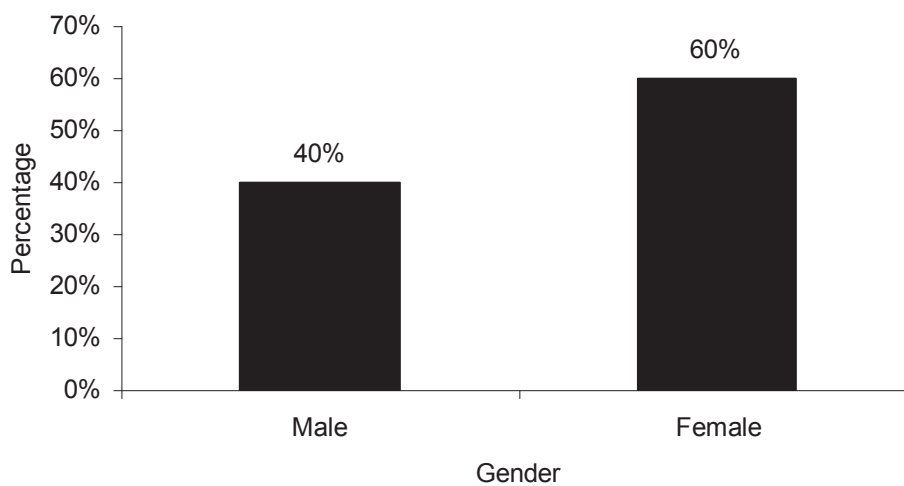
Figure 1. Participants by gender.
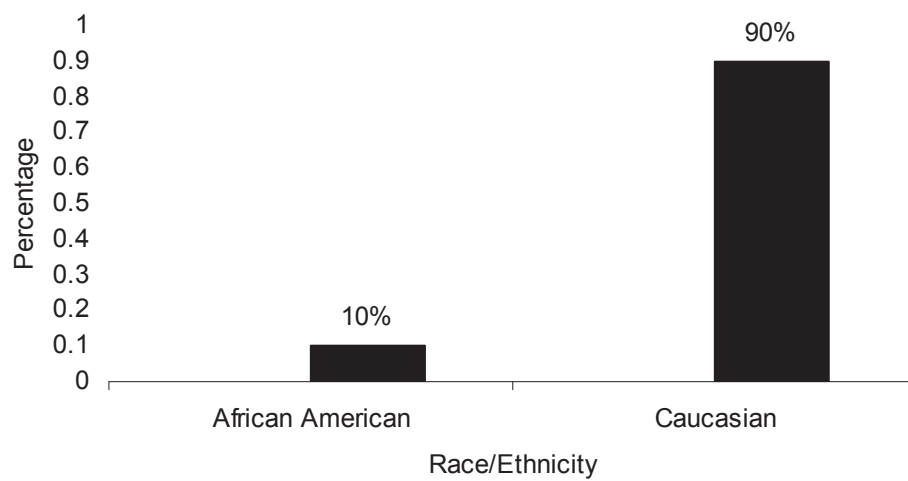
Figure 2. Participants by race/ethnicity.
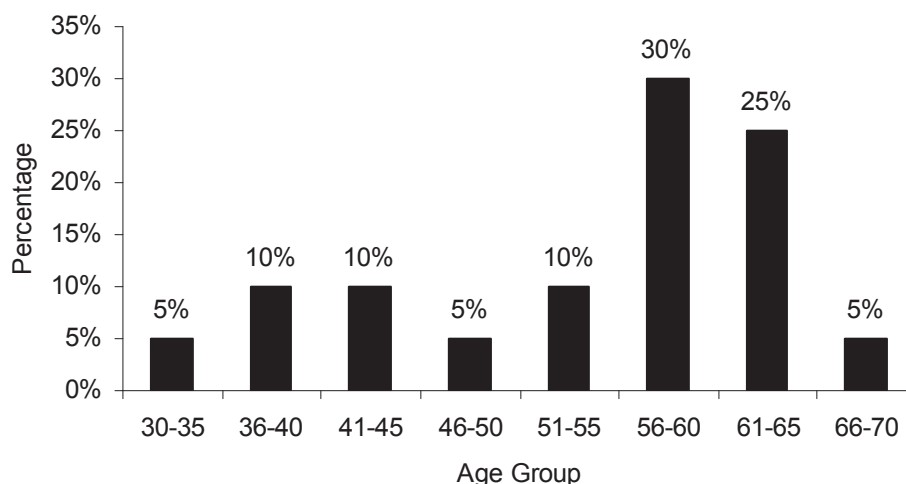
Figure 3. Participants by age group.

Participant Demographics (Education, Position, and Counties Served)

Table 1 displays the universities where participants' reported obtaining an MSW degree. The reason for including this demographic question was to illustrate diversity in training of social work leaders included in the study sample, currently located in the Tampa Bay Area of the State of Florida. Participants represented 15 different graduate school universities throughout the United Stated. Six (6) participants or 30% were educated in the State of Florida.

Table 1

Reported Participant University Where Obtained MSW Degree

University	State	Frequency	Percent
Case Western Reserve	OH	2	10
Catholic University	DC	1	5
Columbia University	NY	1	5
Florida State University	FL	4	20

Louisiana State University	LA	1	5
Loyola University	IL	1	5
University of Arkansas	AR	1	5
University of Chicago	IL	1	5
University of Illinois	IL	1	5
University of Kansas	MO	1	5
University of Michigan	MI	1	5
University of South Florida	FL	2	10
University of Wisconsin	WI	1	5
Washington University	MO	1	5
Wayne State University	MI	1	5
Total		20	100

Table 2 displays the report of leadership positions held by the 20 study participants. This table is included to illustrate adherence to the sample criteria and to note leadership positions held by social workers. The traditional position of nonprofit executive director has been replaced in many nonprofit organizations by the title of president/CEO mirroring the for-profit sector (Netting, Kettner, & McMurty, 2004; Edwards & Yankey, 2006).

Table 2

Reported Participant Leadership Position

Position	Frequency	Percent
Executive Director	9	45
President / CEO	3	15
Associate Director	1	5
Vice President	2	10
Chief Operating Officer	1	5
Administrative Director	1	5
Director (large organization)	3	15
Total	20	100

Table 3 displays a summary of the length of time that participants have been in his or her current leadership position. The table presents five year increments with 6 participants in a current leadership position for 0-5 years (30%), 6 participants for 6-10 years (30%), 1 participant for 16-20 years (5%), 4 participants for 21-25 years (20%), 1 participant for 26-30 years (5%), and 1 participant has been in a leadership position for over 30 years (5%). The number of years in current a leadership position spanned from 1-40 years with a mean of 11.6 years. Forty percent (40%) of the participants have been in his or her current leadership position for more than the mean of 11.6 years, 60% have not.

Table 3

Reported Participant Length of Time in Current Leadership Position

Years in Position	Frequency	Percent
0-5	6	30
6-10	6	30
11-15	0	0
16-20	1	5
21-25	4	20
26-30	1	5
More than 30 years	1	5
Total	20	100

Table 4 displays the counties served as related to the sample criteria. The researcher notes that percentages do not total 100 due to county overlap and duplication of service provision. For example, some leaders only serve single counties while others serve multiple counties within the sample definition, or all of the counties within the defined area, or the entire State of Florida and other states. The frequency column captures the number of participants that serve a particular county. The research sample criterion was met with each county in the definition represented by at least 2 participants.

Table 4

Reported Counties Served by Participant Organization

County	Frequency	Percent
Hillsborough	16	80

Manatee	5	25
Pasco	9	45
Pinellas	12	60
Sarasota	2	10
Statewide (State of Florida)	4	20
Statewide + Other States	1	5

Emergent Themes

Shank (2006) indicated that "the task of phenomenology was to move past, or transcend, our conscious awareness of the nature of things, to an eventual awareness of things themselves as they really are" (p. 132). During the interviews the researcher sensed a seriousness of the participants. Most verbalized the importance of the future of the profession and the daunting needs of society. With more than half (60%) of the participants over the mean age of 53.5 and some planning for retirement, the researcher noted a certain amount of nostalgia and sharing of lessons learned over the years.

Definition of the Concept of Social Work Leadership

Interview question and research question #1: How do social work leaders define the concept of leadership for the social work profession?

Study participants identified four major themes within the definition of leadership for the social work profession: values and ethics, vision, advocacy or social justice, and modeling and mentoring. Table 5 displays the themes and frequencies. The themes could be viewed as a sequence beginning with the social work leader possessing solid values and ethics as the foundation of the profession ((Hepworth, Rooney, Rooney, Strom-

Gottfried, & Larsen, 2006; NASW, 2007) and leadership, creating a vision based upon those values, advocating for protection and change, and then mentoring others as a part of leadership succession.

Table 5

Interview Question #1 - Definition of the Concept of Social Work Leadership

Theme	Frequency	Percent
Values / ethics	10	50%
Vision	8	40%
Advocacy / social justice	8	40%
Modeling / mentoring	7	35%

Half (50%) of all respondents identified social work values and ethics within the definition of the concept of leadership. Core values of social work include "service, social justice, dignity and worth of the person, importance of human relationships, integrity [and] competence" (NASW, 1999, ¶ 3). The above values are compatible with transformational, servant, and grassroots leadership styles (Bass, 1990; Bergmann, 1999; Greenleaf, 1977).

Vision was the next widely discussed descriptor of social work leadership (40%). Some respondents clearly identified the word *vision* while others described a broad process of *seeing the big picture* and how to fit within that picture. Four respondents (20%) described a visioning *process* of identifying societal needs and developing the roadmap for meeting those needs. Within the context of vision were also comments about being able to articulate that vision and helping others to share in a common purpose.

Participant 20 told a story of a group of students who asked for a 'concrete vision' and the importance of recognizing that followers cannot read a leader's mind. Marshall and Altpeter (2005) indicated that social workers can facilitate a shared vision and build consensus among multiple constituent groups.

Study participants (40%) identified advocacy and social justice as important aspects of leadership on both micro and macro levels, including within the internal and external environments of the organization. Internally, leadership includes advocacy for client groups, employee groups, and social work departments in large organizations. Externally leadership includes advocacy for client groups, the area of treatment of service, and the organization itself. Participant 11 commented, "I don't see the role of social workers as power brokers, it is more of how do we lift the system up, how do we lift the process up, not how do we promote one person". Spicuzza (2003) suggested social work leadership in advocacy includes coalescing around specific needs and issues, developing a shared approach, and followers working side-by-side leaders to create change for a greater good. Using Spicuzza's approach is compatible with a servant leadership style which exceeds the parameters with the leader's social responsibility to serve those victimized by the system (stewardship) and the commitment to the follower's needs and desires ahead of their own and/or those of the organization (Sendjaya & Sarros, 2002).

Additionally, 35% of participants described modeling and mentoring as key elements of social work leadership. Modeling statements included the demonstration of values and ethical behavior, competence in clinical practice, and being able to be a visionary but also make daily operational decisions that are sound and based upon values

and competence. Participants discussed the mentoring of professionals coming up through the organizational ranks through modeling of sound, competent practice. As noted in the opening comments, several participants reflected on impending retirement plans. Those reflection spurred discussion of leadership succession and the importance of grooming new leaders. Younger participants commented on the want and need for mentoring.

This first interview question allowed the researcher to understand what elements comprise the concept and meaning, or contribute to the definition of leadership among social work leaders. The question assisted in determining if social work leaders believe professional values are an important element in the discussion and definition. Participants described values and ethics most often in defining the concept of social work leadership, then vision, advocacy and social justice, and modeling and mentoring.

Rank and Hutchison (2000) found values and ethics as defining concepts in social work leadership only behind *proaction*. Other definition components included: empowerment, vision, and communication (Rank & Hutchison). The study comparisons are very similar with values and vision identified in both studies. One is also able to make the argument that communication is a vital component of advocacy and essential internally and externally within organizations and that empowerment occurs within modeling and mentoring activities (Spence Laschinger, Finegan, Shamian, & Wilk, 2004)..

It is interesting to note that study participants did not identify the concept of *proaction* (as identified in the Rank and Hutchison study) within the definition of leadership or within the context of any question responses. Interview question #9 allowed

respondents to elaborate on the reality of social work leadership in the contemporary context. The question asked was: *How has your leadership practices or philosophy changes as a result of organizational or political constraints?* Several participants interviewed described the contemporary context of social work leaders having to respond to rapidly changing political and funding climate that is very limited in terms of resources and empathy, and very heavy on accountability. Participant 19 commented, "It is a continuous challenge to find the resources". Participant 13 stated, "It is no longer a 'feel good' world anymore, it is a 'prove it' world". The contemporary context of the social work environment may provide insight as to why participants did not mention *proaction* in this study. Participant 7 very seriously discussed the contemporary context of social services and the need for social work leaders to "operate in an ethical manner at all times, being an example for others in terms of doing great things, being extremely strategic in thinking about our impact and what is needed for social services and children because we are under attack".

Professional Differences in Leadership

Interview question #2 and research question #3: How does the leadership concept differ from the social work profession than for other disciplines?

Fourteen (14) or 70% of study participants indicated a belief that the leadership concept for the social work profession differs than that of other disciplines. The differences represented two themes: social work values and ethics and a humanistic element. Table 6 illustrates that of the 14 participants identifying a difference in concept 11 participants or 79% attributed it to social work values and ethics and 8 participants or 43% discussed a more humanistic element as the difference.

Table 6

Interview Question #2 - Professional Differences in Leadership

Theme	Frequency	Percent
Values / ethics	11	79%
Humanistic	8	57%

This third research question uncovers the perceived context and uniqueness of the profession that social work leaders may attribute to the adoption and commitment of a professional value system and *Code of Ethics* (NASW, 2007; Reamer, 2006). Rank and Hutchison (2000) also found that participants named "commitment to the NASW *Code of Ethics*" (p. 493) as the first factor differentiating the social work leadership from other disciplines. The question creates another opportunity to understand the role of values in social work leadership.

A humanistic element was another prevalent theme in the discussion of how social work leadership differs from other disciplines. Participant 12 commented, "We do not define that [return on investment] in terms of dollars and cents, we define it in terms of the mission of our agencies". Participant 3 stated, "Yes, [there is a difference] dedication to helping others and improving the lives of disadvantaged people. That commitment is part of the leadership goal". Rank and Hutchison (2000) captured this element in the theme of altruism.

Past Social Work Leaders

Interview question #3: Who do you identify as the most important leaders in the social work profession from the past? (Please list 3 individuals).

The third interview question produced a myriad of responses displayed in Table 7 with 1 participant (5%) unable to name any social work leader from the past. Eight (8) participants or 40% named Jane Addams, perhaps the most recognized social worker who founded the Settlement House Movement and Hull House in Chicago, IL (Day, 2006). Jane Addams was consistent with the Rank and Hutchison (2000) study's most identified leader. Dorothea Dix, a social reformer for the mentally ill (Day, 2006) was named by 3 participants (15%) but not named in the Rank and Hutchison study.

Table 7

Interview Question #3 - Social Work Leaders from the Past

Theme	Frequency	Percent
Jane Addams	8	40%
Non-social workers	6	30%
Former supervisor	5	25%
Former professor / instructor	4	20%
Dorothea Dix	3	15%

Forty five percent (45%) of participants named former professors, instructors, or supervisors. Perhaps most concerning was that 6 participants (30%) identified non-social workers as leaders from the past. Some participants indicated that he or she knew that the leader was not a social worker but wanted to name the individual because he or she contributed to the participant's social work career in some way and others did not seem to know that the leader named was not a social worker.

Current Social Work Leaders

Interview question #4: Who do you identify as the leaders in the social work profession today? (Please list 3 individuals).

The fourth interview question produced a number of responses naming individuals from academia (with and without names), NASW leaders (with and without names), and local colleagues. Table 8 displays the most frequent responses with 1 participant (5%) unable to name any current social work leaders. Seven (7) participants or 35% named those in academia, 6 participants (30%) named the NASW, 6 participants (30%) named local leaders, and 3 participants (15%) named U.S. Senator Barbara Mukowski. The diversity in answers was consistent with the Rank and Hutchison (2000) study results.

Table 8

Interview Question #4 - Current Social Work Leaders

Theme	Frequency	Percent
Academia	7	35%
NASW	6	30%
Local leaders	6	30%
Senator Barbara Mukowski	3	15%

An interesting note was that only one study participant named herself as a social work leader even though all respondents were specifically invited to participate in the study because he or she met the operational definition of a social work leader. This made the researcher wonder if social work leaders do not see themselves as such or if humility transcends position within the profession. Just as the word *leadership* does not appear in

the NASW *Code of Ethics,* is leadership implied in every aspect of social work given the training and skill development.

Another observation of the researcher was that study participants verbalized disappointment in not being able to identify social work leaders. Some participants apologized while others indicated sadness about not being able to do so. Four (4) study participants (20%) also identified non-social work leaders from within the community and when questioned about it either indicated that the individual operated within the realm of social work values or defended the selection because he or she could not identify any social workers.

Changes in Leadership Roles

Interview question #5: In your opinion, do you believe leadership roles in the social work profession have changed over the past century? If so, how?

All of the study participants (100%) indicated a change in the leadership roles of the social work profession in the past century. This assertion is consistent with the Thompson, Menefee, and Marley (1999) description of the latter 20th century departure of social workers from core functions of community organizing, social and policy planning, and advocacy into clinical training. The paradigm shift from the origins of social work to clinical service decreased the visibility of social workers as community leaders and agents of change (Hopps, 1986). A majority (60%) of participants specifically commented on the last 50 years the shift from macro activities to an emphasis on clinical training and clinical positions within the community.

In the study, 14 participants (70%) viewed the changes as positive especially in a more current context indicating that social work is now as described by Participant 2 as,

"stepping up to the plate" and broadening its scope beyond the clinical realm. The theme of broadening roles and scope was the main theme described by 11 participants or 55% of respondents. The positive comments (40%) were followed with themes of the efforts to improve professional identity and increase competence in management and leadership activities.

Thirty percent (30%) of participants indicated a negative change mainly related to a continued primary focus on clinical skills and clinical work. Participant 20 stated, "I think the problem is that social work sold out in the 1950s to the psychoanalytic model. Social workers wanted to be clinicians, private practitioners, as a way to achieve professional status and it has not worked". Five (5) participants (25%) clearly stated examples that the profession is experiencing another shift back to the roots of social work in community organizing, advocacy, and the quest for social justice activities. This may be due to the contemporary political context of shrinking resources and growing societal needs (Eisenberg, 2005; Fisher, 2005). Social work leaders have to return to the grassroots activities to save their agencies and the profession (Bartlett, 1970; Brilliant, 1986; Day, 2006; Hopps, 1986; Hudson, 2000; Rank & Hutchison, 2000; Sisco, Volland, & Gorin, 2005; Spicuzza, 2003).

Table 9

Interview Question #5 – Changes in Leadership Roles

Theme	Frequency	Percent
Broadening scope	14	70%
Clinical focus	12	60%
Professionalized	8	40%

Rank and Hutchison (2000) reported more negative and neutral response in 2000. Study participants believed that the profession has undergone negative changes including abandonment of the original mission of social work and an unwillingness or inability to be a leader (Rank & Hutchison). This divergence could be attributed to the differences in sample population. Rank and Hutchison interviewed CSWE leaders (focused on academic preparation) and NASW leaders (professional organization) and the contemporary context of the time. Eight years later, this doctoral study focuses on community-based social work leaders in a world experiencing two wars, federal budget deficits, and unstable funding for social service programming who may be feeling more pressure to advocate on behalf of client groups, organizations, and the professional itself to protect funding, policy, and the profession.

Leadership Skills for Social Workers

Interview question #6 and research question #4: What are the essential leadership skills for social workers?

This question allows for gathering data about the perceived skills needed for social workers to serve as leaders and link those skills to various leadership models as discussed in the literature review. The question is important in addressing how social work leaders perceive leadership in terms of specific skills needed to be effective and responsive to future needs. The majority of study participants (55%) identified the need for management and administrative skills, often referred to by participants as *business skills*. Within this theme includes supervisory, budget and finance, human resource, and daily operational skills to run a nonprofit organization (Edwards & Yankey, 2006).

The issues of funding were repeated by participants but not only in terms of obtaining funding but as a systematic process to ensure sustainability. Participant 16 stated, "I think the leader also has to understand the economics of getting that [funding] worked out, from budgeting to the utilization of resources and the collection of that [funding]". Participant 4 underscored the difference between and importance of management and leadership, both lacking in social work education.

The second skill theme revolved around advocacy and communication as companions within internal and external environments. Forty five percent (45%) of participants discussed this theme in terms of a leader being able to serve as a visionary, able to communicate that vision to followers (internally and externally) and develop a shared purpose. Participants then discussed advocating for that vision including articulation of social conditions, client and organizational needs, resources available and needed, professional ability and competence, and a policy framework. Participant 11 summed it up as, "listening, being able to see the big picture and identify where there can be change, and then the ability to make the change (and the guts to make the change)". Participant 18 echoed the sentiment with a comment about courage, "courage to say no, stand up to funders, etc". Courage is a characteristic of an advocate (Haynes & Mickelson, 2006).

The third prevalent skills theme uncovered is the need for systems thinking. Eight (8) participants (40%) specifically described systems theory and program development or clinical intervention based upon systems theory. Others described the need to identify and understand the big picture of where an organization fits within society as a whole, and how social service delivery systems have to function in order to meet the needs of

constituents. Participants acknowledged the inability to work in isolation. Collaboration is essential. Participant 6 indicated a need for, "bottom-up [communication] versus top-down, using active listening skills, communication skills to determine what fits within a larger system". Participants discussed systems thinking as requiring leaders to know and understand communities, community needs, strategic positioning, as well as being flexible and egalitarian in leadership style.

Participants were cautious when discussing more of what might be considered *hard skills* and tempered the identification with messages about maintaining compassion, passion, and empathy for client groups, social conditions, organizations, the social work profession, and the individuals delivering direct service. Seven (7) participants (35%) stressed the need for compassion. Others echoed the sentiment in various comments and examples of skills needed for social work leaders in the 21st century.

Participant 7 stated, "I think you have to be compassionate and verbal in that compassion, public about it. I am very aware of other CEO's that stay silent on certain issues and do not speak out. You have to advocate for your agency but also your mission for people in our society". Participant 15 added, "You have to feel for the work, have passion, and desire". Participant 16 adamantly stated, "You have to have compassion for the work. You can't be a leader in this field unless it is real. It is not a bank trying to make a profit. You've got to have real compassion for the work and you have to really want to make things better".

Table 10

Interview Question #6 - Essential Leadership Skills for Social Workers

Theme	Frequency	Percent
Management/ administrative	11	55%
Advocacy / communication	9	45%
Systems thinking	8	40%
Compassion / passion	7	35%

Rank and Hutchison (2000) found community development skills ranked highest by study participants. Claiborne (2004) outlined essential skills for leaders. These skills include the ability to create a shared mission, vision, and organizational value system, clear communication throughout an organization, and empowerment of followers over an emphasis on the power of the leader. The skill sets identified by Claiborne are consistent with transformational and servant leadership models (Bass, 1990; Greenleaf, 1977).

Mizrahi and Berger (2005) suggested the social work leaders possess a balance of transactional and transformational leadership skills but use the transformational leadership skills to empower followers and encourage ownership much like grassroots leaders. The study of transformational, servant, and grassroots leadership models and the profession of social work parallel in an emphasis on skills identified as "building community, communicating orally and in writing, and performing comprehensive analysis of social, political, and cultural events" in the Rank and Hutchison study (2000, p. 499). The thematic findings from this doctoral study are consistent with the Rank and

Hutchison findings but perhaps with more emphasis on the management and administrative functions of social work leaders in the contemporary context.

Mission for Social Work Leadership

Interview question #7 and research question #5: What is the mission for leaders of the social work profession?

This research question delves into what social work leaders believe need to be the goals and direction for the profession. The question allows for linkage of responses with various leadership models and presentation of a proposed mission for future social work leaders. The majority of responses seemed to parallel the discussion of returning to the roots of social work in terms of advocacy, community organizing, and social justice (Day, 2006).

The first theme indicated the mission for the social work profession is related to the promotion of social justice. Over half, 11 participants (55%) described a need for advocacy and education of social conditions based upon social work values and ideals. Given the contemporary context of budget crises and competition for funds leaders described the crucial need to influence policy makers about the inequities and exploitation of the poor, vulnerable, disadvantaged, and underrepresented individuals and families in our area. Participant 7 stated, "If we don't watch out for the vulnerable no one else is going to, that's our mission". Participant 20 added, "We have to figure out how to sell our message in a world that doesn't want to hear it".

The second theme that emerged segues from the promotion of social justice by indicating a need to model competence in order to achieve greater credibility as a profession within society. Half of study participants (50%) identified the importance of

professional competence and the ability to articulate societal needs, costs related to addressing or not addressing those needs, and the effectiveness of social workers and social service programs. Others (8 or 40%) discussed the importance of being able to articulate verbally and in writing, through research, policy briefs, and position statements proven practices (evidence-based programming), return on investments, and the ability to run fiscally sound nonprofit organizations.

The third theme that emerged addressed the need for professionalism and clear identify of the social work profession. Eight (8) participants (40%) specifically included this area as a mission of the profession. Throughout interviews participants touched on the need for the social work profession to define itself to the general population, specifically policy makers and funders. Efforts have been made in professional licensure and toward title protection, but participants also discussed that efforts must continue to define who and what social workers are and do.

This discussion of professionalism and identify was underscored with the importance of social work values, ethics, and professional practice. Participant 12 stated that part of the social work mission is, "promotion of the profession through professional, ethical, knowledgeable practice, promotion not just within the profession itself but within the community, nonprofit and for-profit community." Participant 5 included, "Social workers need to define where they are seen as the prime person to turn to. Another huge area for social workers is in development in gerontology. There are all sorts of places to redefine ourselves".

Table 11

Interview Question #7 - Mission for Social Work Leaders

Theme	Frequency	Percent
Promote social justice	11	55%
Model competence	10	50%
Professionalize / identity	8	40%

Rank and Hutchison (2000) found that for this question "the four themes that emerged within the varied responses were: political advocacy, professional identity, social reconstruction, and vision" (p. 496). As discussed above, this study uncovers similar themes as Rank and Hutchison. Rank and Hutchison constructed the following mission statement for social workers: "Articulate a vision to create processes of political advocacy in order to effect social reconstruction on behalf of those, who for various reasons, cannot participate in the economic prosperity of the global economy" (p. 500). A secondary mission is "to enhance the image of the social work profession to the world" (Rank & Hutchison, p. 500).

The responses from participants in this study may lead to a constructed mission statement that includes the following: *Return to the core values and ideology of the profession by heightening the promotion of social justice for vulnerable populations and multi-level advocacy through the demonstration of competent practice, professional identity, solid research, and dynamic leadership.* A secondary mission for the current social work leadership may include the importance of continued pride in the social work profession and the need for leadership succession and planning. Participant 18 described

the mission as, "Charting through difficult waters…always trying to maintain the mission, values, tradition, history, and vision. The challenge is to start with your history and values, maintain it, adapt it to some extent, but never lose the core".

Leadership Development for Social Work Students

Interview question #8: What content, if any, should programs of social work include in creating a leadership development curriculum for baccalaureate social work students? For master's students? For doctoral students?

This question gave participants an opportunity to discussion leadership development at the three levels of social work educational preparation. Four (4) participants (20%) indicated that they did not feel comfortable answering this question because they did not hold bachelor degrees in social work. Eleven (11) participants (55%) stated that they believed that bachelor level preparation should be general, focused on values and ethics, and development of basic interpersonal skills and clinical assessment and intervention. Six (6) participants (30%) believed that basic leadership education should be introduced at the bachelor level. All participants (100%) expressed the importance of leadership awareness and training in social work programs but several participants indicated that it may not be a high priority of educators.

Within the interviews the researcher noticed that participants gravitated toward discussion of management and social work macro practice themes. The majority of participants suggested curriculum that focused on management, administration, macro practice, and policy advocacy. Leadership courses were specifically identified as the third theme by only 8 participants (40%). A social work doctoral student indicated that there are no leadership courses in his program. Participant 8 passionately expressed, "I think

we need specific training in leadership development. My graduate school did not have any part of the curriculum focused on developing leaders, advocates – yes, understanding policy – yes".

The majority of participants (70%) focused mainly on graduation preparation. The first theme identified was the need for courses in management and administration (60%), Much like interview question #5 (research question #4) that solicited information about skills needed, the majority of participants discussed areas such as supervision, finance, human resources, quality, and planning. Fifty percent (50%) of participants specifically identified budgeting and finance as imperative. Participant 15 stated, "I would like to see more financial emphasis. I don't think they get that and it is important to understand how a budget works and how it drives your services". Participant 16 added, "Just because it is the right thing to do, does not mean that anyone is going to pay you to do it". Participant 4 indicated, "We have to face those hard decisions of hiring and firing – that was missing from my program and would have been so helpful".

The second theme identified is macro practice and policy. Macro practice may include policy, advocacy, systems thinking, and organizational development (Netting, Kettner, & McMurty, 2004) overlapping with management and leadership. Twelve (12) participants (60%) expressed that he or she felt that this area was limited in graduate education unless a student is specifically enrolled in an institution that offers a non-clinical track of social work education. Participant 5 stated, "They need to understand the politics of social programs". Participant 15 lamented, "The fresh grads that I hire and students also, don't seem to know anything about going out and lobbying or making

change in the community. Do they learn that in policy? I don't think we are encouraging them to go to Tallahassee, visit their legislators, and push for changes".

The 5 participants (25%) who did address the social work doctoral level of education focused on research as the priority. The researcher noticed almost a dismissal of doctoral students as social work leaders, more of a traditional focus on doctoral education only for academic practitioners and researchers. Participant 2 said, "I cannot speak to the doctoral level but believe that getting an MBA has more value for me than a doctorate in social work in terms of my leadership in a nonprofit and I think that says a lot". This statement may speak volumes for educators.

Table 12

Interview Question #8 – Leadership Development for Social Work Students

Theme	Frequency	Percent
Management/ administration	12	60%
Macro / policy courses	12	60%
Leadership courses	8	40%

The social work leadership-specific literature supports the need for social work leaders (Claiborne, 2004; Gellis, 2001; Mizrahi & Berger, 2001; Mizrahi & Berger, 2005; Rank & Hutchison, 2000). Rank and Hutchison's study suggested an emphasis on leadership development at all higher education levels (BSW, MSW, DSW, and PhD) and through professional organizations like the National Association of Social Workers (NASW) and the Council on Social Work Education (CSWE). The outcomes from this study support that suggestion.

As stated in this study's literature review, the only divergence or lack of support for the development of social work leadership seems to be if the need for licensed clinical social workers (LCSW) is in competition with social workers in non-direct service or leadership positions. The United State Department of Labor (2006) estimated future need for additional licensed clinical social workers as the general population grows and ages. Social work leadership development should not conflict with clinical preparation nor suggest a lack of importance in clinical practice (Frey & Dupper, 2005).

Schools of social work emphasize clinical preparation but should not discount the importance of preparation in administration and planning, policy, research, and leadership (Brilliant, 1986; CSWE, 2006; Frey & Dupper; Hopps, 1986; Rank & Hutchison, 2000). One study participant also cautioned that there cannot be a course for everything and schools should not dilute clinical preparation in order to add leadership training. This participant suggested that leadership development should occur at the agency level, post-graduation.

Organizational or Political Constraints

Interview question #9: How have your leadership practices or philosophy changed as a result of organizational or political constraints?

This question was added to the Rank and Hutchison (2000) interview tool upon consultation with Dr. Michael Rank in order to capture the environmental climate in 2008 as compared to that in 2000 when Rank and Hutchison conducted their research. Several participants interviewed described the contemporary context of social work leaders as having to be flexible, agile, adaptable, and able to respond to rapidly changing political and funding climate that is very limited in terms of resources and empathy, and very

heavy on accountability. Participants provided the following description of the environment: being under attack, vulnerable, unpopular in message, challenged, fighting for resources, having to be in survival mode, and having to work *within* difficult systems that challenge values, ethics, and stamina.

The majority (60%) of participants indicated that that organizational and political constraints have made them sharpen and improve leadership skills and grow in leadership roles. Twenty percent (20%) did not acknowledge constraints as a factor in leadership style or philosophy. Some participants seemed to use this question as an opportunity to share lessons learned including the need for leadership succession planning, the urgency of the need for change, the importance of staying true to professional values and self, and the strategy of using solid micro level clinical skills to influence and create change on the macro level.

Professional Values in Social Work Leadership

Research question #2: What is the role of professional values in social work leadership?

The second research question specifically addresses the role of values in social work leadership but was not a direct question of the interview instrument. Over and over the researcher heard consistent messages about the importance of professional values in social work practice, management, and leadership. Every participant (100%) referred to values at some point during the interview with the researcher. Study participants made it clear to the researcher that social work values are the foundation of the profession, guide organizations, drive decision-making, and strengthen leadership. Values and ethics were identified the most within the definition of leadership (interview and research question

#1) and as the first element in differentiating social work leadership from other disciplines (interview and research question #2). These findings are consistent with the outcomes of the Rank and Hutchison (2000) study.

The social work profession is rooted in a value system and guided by a code of ethics (NASW, 1999). The history of social work demonstrates the integration of values, skills, service, and leadership resulting in the improvement in lives of individuals and societal change (Day, 2006). Skerrett (2000) suggested that the social work profession return to its strong value base and interpersonal communication skills to bring about change to the environment. Thyer (2002) described how social workers can apply individual client intervention skills such as assessment and intervention methods to create a knowledge base that promotes greater integration with other disciplines resulting in new sciences and approaches to human service delivery. Globerman, White, and McDonald (2002) indicated a role for social workers in creating new health care service delivery systems.

Chapter Summary

The purpose of this qualitative, phenomenological study was to explore the perceptions of leadership, including the role of professional values, among 20 social work leaders located within the Tampa Bay Area of the State of Florida. Phenomenology allowed the researcher "to discover participants' lived experiences and how they make sense of them" (Babbie, 1998 p. 281). The study incorporated use of the Rank and Hutchison (2000) interview tool to explore social work leaders' perceptions used to define the concept of leadership, identify the importance of professional values and skills, and create a mission for social work leaders.

Since this study was a qualitative, phenomenological approach the research questions were broad and general, seeking to understand the perceptions and experiences of a target population in regard to the development of concepts, definitions, and meanings (Creswell, 2005; Shank, 2006, Simon, 2006). The research questions in the study included:

1. How do social work leaders define the concept of leadership for the social work profession?

2. What is the role of professional values in leadership?

3. How does the leadership concept differ from the social work profession than for other disciplines?

4. What are the essential leadership skills for social workers?

5. What is the mission for leaders of the social work profession?

The research questions were four (question one, three, four, and five) of the nine open-ended interview questions asked in the Rank and Hutchison (2000) study. The four questions were the nucleus of the study and focused on the problem statement. The questions guided the study toward the goal of exploring and understanding the concept, or phenomenon, of leadership and the role of professional values among social work leaders. Through constant comparison of interview responses and identification of themes, exploration of changes in perceived needs given the current societal context can occur (Moustakas, 1994; Strauss & Corbin, 1998).

Study participants were selected using purposeful and convenient sample strategies. Each participant met the operational definition of a social worker and a leader. Social work leaders were located in the Tampa Bay Area of the State of Florida,

encompassing a five county region. Participants agreed to an in-person interview with the researcher at a location of his or her convenience. Interviews lasted between 45-90 minutes.

The researcher employed the Strauss and Corbin (1998) system of data analysis. Within the design Strauss and Corbin suggested a balance of the researcher's objectivity, yet an awareness of subtleties and the potential for creative exploration (Shank, 2006). The researcher not only interviewed participants to collect data, but also used field notes or memos to capture observations throughout the data collection process (Groenewald, 2004; Shank). The data analysis included the Strauss and Corbin coding process steps of microanalysis, open coding, axial coding, selective coding, coding for process, and use of a conditional/consequential matrix.

In this chapter the researcher presented an overview of the process related to participant identification, invitation, and interview scheduling. The following participant demographic data was also presented in chart and table format: gender, race/ethnicity, age group, education, position, and counties served. Themes were presented related to each research and interview question.

Coding and analysis of the data resulted in a definition of leadership that included the following themes: values/ethics, vision, advocacy/social justice and modeling/ mentoring. The importance of the role of social work values in leadership was confirmed through the prevalence in the definition of leadership and emerged as the main theme in how participants explained the difference between the concept of leadership for the social work profession versus other disciplines. Social work values and ethics ran as a continuous thread through participant interviews.

Four themes emerged in relationship to the identification of essential leadership skills for social workers. Those themes include: management/administrative skills, advocacy/communication skills, systems thinking, and compassion/passion. Finally, a social work mission statement was constructed based upon the emergent themes: *Return to the core values and ideology of the profession by heightening the promotion of social justice for vulnerable populations and multi-level advocacy through the demonstration of competent practice, professional identity, solid research, and dynamic leadership.*

Additional findings included the identification of past and current social work leaders, a discussion of the changes in the social work leadership roles over the past century, and recommended areas for leadership development within schools of social work. This study also identified the elements of the contemporary context of social work leadership. The current context includes organizational and political constraints that effect leadership practice and philosophy.

The study of leadership can play an important role in the opportunity for social workers to serve as leaders, innovators, and entrepreneurs who can meet the needs of a growing and aging population (Bent-Goodley, 2002; Globerman, White, & McDonald; 2002; Sisco, Volland, & Gorin, 2005). The study participants stressed urgency in needing to respond to the current societal climate of shrinking resources and growing needs. Many participants expressed gratitude that the topic of social work leadership is being studied and that he or she was included in process.

The findings from this chapter are further considered in Chapter 5. The researcher will discuss the interpretations of the themes that emerged in this phenomenological

study of social work leadership and how the social work profession might make use of

the data. The researcher will also offer recommendations for future studies of the topic.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

According to the United States Department of Labor (2007), "Employment for social workers is expected to increase faster than the average for all occupations through 2014" (¶ 18). The growth and demand for social workers reflects the needs of a growing and aging population, complexities of daily life, increases in vulnerable populations, and the urgency associated with replenishing the field of retiring social workers (Burney-Nissen, Merrigan, & Kraft, 2005; Corbin, 2005; Hooyman, 2006; NASW, 2006; NASW, 2007; Papin & Houck, 2005; Shaffer, 2006).

The purpose of this qualitative, phenomenological study was to explore the perceptions of leadership, including the role of professional values, among 20 social work leaders located within the Tampa Bay Area of the State of Florida. Phenomenology allowed the researcher "to discover participants' lived experiences and how they make sense of them" (Babbie, 1998 p. 281). The study incorporated use of the Rank and Hutchison (2000) interview tool to explore social work leaders' perceptions used to define the concept of leadership, identify the importance of professional values and skills, and create a mission for social work leaders.

Chapter 4 provided presentation and discussion of the findings of this study. Chapter 5 includes interpretation of the findings. Chapter 5 is organized into the following sections: conclusions, implications, reflections on the research experience, and recommendations for future research. Throughout the chapter the researcher will address limitations of the study, threats to internal and external validity, and the issue of generalizability.

Conclusions

This study began by introducing the social work profession and its strong foundation of values and value-driven interventions (Day, 2006; Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, 2006; NASW, 2007). This researcher was interested in integrating the study of the social work profession with the study of leadership. Various leadership models are compatible with social work values and stress the importance of values as a strong foundation (Bass, 1990; Bergmann, 1999; Greenleaf, 1997; NASW, 1999). Yet the word leadership does not appear in the National Association of Social Workers (NASW) *Code of Ethics*, perhaps because leadership is an implied function of social work in activities such as advocacy and community organizing (NASW). The compatibility between social work values and leadership models suggests that the social work profession would produce a myriad of leaders, yet the opposite exists, a lack of social work leaders and a lack of empirical research on the topic (Brilliant, 1986; Claiborne, 2004; Hopps, 1986; Marshall & Altpeter, 2005; Rank & Hutchison, 2000).

The review of the literature included a historical overview of social work leadership and three leadership models congruent with the social work profession. The three models reviewed included transformational (Bass, 1990; Bass, 2003; Yukl, 1999), servant (Greenleaf, 1977; Sendjaya & Sarros; Smith & Kuzmenko, 2004; Whetstone, 2002), and grassroots (Bergmann, 1999, Bothwell, 2002; Jones, 2004) leadership. The literature review examined social work specific leadership studies (Claiborne, 2004; Gellis, 2001; Mizrahi & Berger, 2005; Rank & Hutchison, 2000) and presented an overview of social work values.

Brilliant (1986) inquired if leadership was the "missing ingredient" in social work (p. 325) and the question remains relevant. The social work profession is rooted in a value system and guided by a code of ethics (NASW, 1999). The history of social work demonstrates the integration of values, skills, service, and leadership resulting in the improvement in lives of individuals and societal change (Day, 2006).

The literature contained consistent messages about the strength of social work values, the need for social work leadership, and the importance of the social work response to managed care, shifts in governmental funding and policy, and meeting the increasing needs of a changing society (Eisenberg, 2005; Marshall & Altpeter, 2005; Proctor, 2003; Skerrett, 2000). Contemporary studies explored social work leadership in specific settings such as academia, health care, and governmental organizations (Claiborne, 2004; Gellis, 2001; Mizrahi & Berger, 2005; Rank & Hutchison, 2000). Yet there are no studies specifically exploring the relationship between social work values and leadership style. If there is a relationship between social work values and leadership style that discussion can play an important role in shaping how the social work profession cultivates leaders.

This qualitative, phenomenological study explored how social work leaders define the concept of leadership and the role of professional values in leadership. The research questions were:

1. How do social work leaders define the concept of leadership for the social work profession?

2. What is the role of professional values in leadership?

3. How does the leadership concept differ from the social work profession than for other disciplines?

4. What are the essential leadership skills for social workers?

5. What is the mission for leaders of the social work profession?

The research design included the interviews of 20 social work leaders located within the Tampa Bay Area of the State of Florida to solicit perceptions of leadership. Interviewing of social work leaders produced theoretical saturation as no new discoveries occurred regarding the concepts studied after 15 interviews (Groenewald, 2004; Schwandt, 2001; Shank, 2006). The qualitative data collected through the interview process and constant comparison of the data generated provides the social work profession with a definition of leadership and the role of professional values, identifies essential leadership skills, and creates a mission for social work leadership in the future (Rank & Hutchison, 2000; Schwandt).

Study Participants

Of the 20 social work leaders who participated in interviews, 60% were females and 40% were male (see Figure 1). Ninety percent (90%) of the participants identified themselves as Caucasian and 10% identified as themselves as African American (see Figure 2). The participants spanned in age from 34-68 years of age, with a mean age of 53.4. Figure 3 depicts the ages by 5 year increments with 1 participant aged 30-35 (5%), 2 participants aged 26-40 (10%), 2 participants aged 41-45 (10%), 1 participant aged 46-50 (5%), 2 participants aged 51-55 (10%), 6 participants aged 56-60 (30%), 5 participants aged 61-65 (25%), and 1 participant aged 66-70 (5%). More that half (60%) of the participants were over the mean age of 53.5, 40% were not.

Participants represented 15 different graduate school universities throughout the United Stated. Six (6) participants or 30% were educated in the State of Florida. Seven (7) different leadership positions were represented in the study. The length of time in the current leadership position was presented in 5 year increments with 6 participants in a current leadership position for 0-5 years (30%), 6 participants for 6-10 years (30%), 1 participant for 16-20 years (5%), 4 participants for 21-25 years (20%), 1 participant for 26-30 years (5%), and 1 participant has been in a leadership position for over 30 years (5%). Forty percent (40%) of the participants have been in his or her current leadership position for more than the mean of 11.6 years, 60% have not.

Contemporary Context Themes

An additional question was added to the Rank and Hutchison (2000) interview tool upon consultation with Dr. Michael Rank in order to capture the environmental climate in 2008 as compared to that in 2000 when Rank and Hutchison conducted their research. Several participants interviewed described the contemporary context of social work leaders as having to be flexible, agile, adaptable, and able to respond to rapidly changing political and funding climate that is very limited in terms of resources and empathy, and very heavy on accountability.

Participants provided the following description of the environment: being under attack, vulnerable, unpopular in message, challenged, fighting for resources, having to be in survival mode, and having to work *within* difficult systems that challenge values, ethics, and stamina. This description is extremely important to the research study as conclusions are drawn about priorities, activities, and direction for the future of the

profession. Social work leaders are facing paramount challenges from multiple parties: client groups, employees, communities, policy makers, funders, politicians, and society.

Research Question Study Themes: Definition and Distinction, Role of Values, Mission

The five research questions resulted in a variety of themes related to the definition of the concept of leadership for social workers, the distinction between disciplines, the role of professional values in leadership, and a mission for the future. The Strauss and Corbin (1998) systematic process of data analysis resulted in a definition of leadership that included the following themes: values/ethics, vision, advocacy/social justice, and modeling/mentoring. The themes within this definition are also consistent in a number of the other findings, thus demonstrating convergence within the dynamics of the profession.

The importance of the role of social work values in leadership was confirmed through the prevalence in the definition of leadership. Professional values and ethics also emerged as the main theme in how participants explained the difference between the concept of leadership for the social work profession versus other disciplines. The researcher noted that social work values and ethics ran as a continuous thread through participant interviews, often the foundation of decision-making, policy advocacy, organizational management, and leadership. Social work values are tested and even conflicted when service delivery systems change. Shrinking governmental funds, limited community resources, and the threat of for-profit market emergence have created a crisis in service delivery demanding that social work leaders consider how services are delivered and to whom (Skerrett, 2000).

Four themes emerged in relationship to the identification of essential leadership skills for social workers. Those themes include: management/administrative skills, advocacy/communication skills, systems thinking, and compassion/passion. Management and administrative needs and skills, especially finance, were discussed throughout the study. Participants expressed deficits in these areas, stated they did not learn these skills in schools of social work, are not seeing new graduates aware of or competent in these areas, and stressed the importance of getting additional training in order to be an effective social work leader. These descriptions are also consistent with core social work values.

A social work mission statement was constructed based upon the emergent themes derived from this interview question: *Return to the core values and ideology of the profession by heightening the promotion of social justice for vulnerable populations and multi-level advocacy through the demonstration of competent practice, professional identity, solid research, and dynamic leadership.* A secondary mission for the current social work leadership may include the importance of continued pride in the social work profession and the need for leadership succession and planning. "Charting through difficult waters…always trying to maintain the mission, values, tradition, history, and vision. The challenge is to start with your history and values, maintain it, adapt it to some extent, but never lose the core" was expressed by a study participant. The comment provides insight into the challenge of social work leaders.

Additional Interview Question Study Themes

Additional findings included the identification of past and current social work leaders. Study participants had difficulty in identifying social work leaders from the past and in the present. Only one study participant identified herself as a leader. This is

concerning to the researcher given the small numbers of social work leaders and perhaps the minimization of the role by the profession itself.

A discussion of the changes in the social work leadership roles over the past century yielded positive and negative views of change, but a consensus that the roles are changing again and perhaps broadening beyond the more traditional clinical roles. Study participants also recommended areas for leadership development within schools of social work. These recommendations mirrored the essential skills identified for social work leaders, skills such as management/administrative, advocacy/communication, systems thinking, and compassion. This study also identified the elements of the contemporary context of social work leadership as discussed above. The current context includes organizational and political constraints that effect leadership practice and philosophy.

Proctor (2003) stated that social workers have historically impacted the lives of individuals through direct service, advocacy, and improving service delivery systems. The professions' values guide interventions, ethical decision-making, and advocacy on behalf of oppressed populations (Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, 2006. The contemporary literature suggests potential value conflicts for social workers as the profession is industrialized and subject to the paradigm shifts of managed care and increased demands for service by an aging population (Hudson, 2000; Skerrett, 2000).

Skerrett (2000) recommended that the social work profession return to its strong value base and interpersonal communication skills to bring about change to the social environment. Social service leaders have to promote equality, strengthen government, assure accountability, redefine the structure, reform giving, and believe in change (Eisenberg, 2005). These leadership tasks are congruent with social work values and

skills. The literature contains consistent messages about the strength of social work values, the need for social work leadership, and the importance of the social work profession being able to meet the increasing needs of a changing society.

Study Validity and Limitations

This study was limited in scope and the ability to generalize findings. The U.S. Department of Labor (2007) estimates over 500,000 social workers employed in the United States. The U.S. Department of Labor (2007) categorizes social work positions by setting, but not by leadership and non-leadership positions. Although, the number of social workers who hold leadership positions cannot be estimated, the number of social work leaders from the Tampa Bay Area of the State of Florida interviewed in this study (20 social work leaders) was a limited number given the overall population. Given the small sample, the study outcomes are not able to be generalized to the social work profession as a whole, but perhaps to the region with similar demographics, resources, and challenges (Creswell, 2005; Neuman 2003). The study has limitations in the amount of time available to conduct the study and by the honesty of the participants' responses during the interviews.

Shank (2006) stated, "generalizability is most often a push towards breadth, and qualitative research is much more concerned with depth" (p. 113). The purpose of the qualitative, phenomenological study of social work leadership, specifically the role of values, was to explore and understand perceptions of social work leaders from an identified geographical area. The study goal was one of broadening understanding and promoting consideration of social work leadership through participant perceptions, offering elements to consider rather than rigid or simple solutions to a problem.

Implications

Significance of the Study

Very little empirical research exists on the topic of social work leadership, the importance of leadership within the profession, or the role of professional values in social work leadership. As a value-driven profession, only one study (Rank & Hutchison, 2000) uncovered the significance of professional values in social work leadership. This qualitative, phenomenological study, using the validated Rank and Hutchison (2000) interview tool, is important to the future of the social work profession. The study: defined the concept social work leadership at this point in time (event); identified the importance of professional values and skills; created a mission for social work leaders; added to the body of literature; and contributes to the social work profession as it positions for societal growth and aging.

This study furthers Rank and Hutchison's (2000) germinal and seminal research by studying and interviewing another sample of social work leaders. The findings allow the broadening of contribution to the social work profession and leadership body of literature. Since few studies of social work leadership exist there is an opportunity to play a role in creating new knowledge and supporting the social work profession in its quest to plan for the future.

The current and future needs of a growing and aging society, ongoing changes in social service delivery systems, and federal funding shifts as a result of the September 11, 2001 terrorist attacks in America, and the subsequent wars in Afghanistan and Iraq shape the context of this study and support the need for social work leadership. Proctor (2003) suggested that social workers are overwhelmed in responding to large systems such as

health care, welfare, and child protection. Societal problems such as poverty, racism, health care, and child welfare are increasing in volume and complexity, potentially crumbling the foundation of society by not caring for the most vulnerable populations in a proactive and cost-effective manner (Eisenberg, 2005). In contrast, governmental funds are shrinking, community resources are limited, and for-profit market emergence is threatening social service leaders (Bent-Goodley, 2002; Vodde & Gallant, 2002).

The U.S. Department of Labor (2006) reported that the number of social workers serving the aging population is decreasing while the needs of older adults are increasing. Social workers can serve as leaders who promote a healthy aging process as well as innovative service delivery by communities designed to meet the needs of older adults (Marshall & Altpeter, 2005; Sisco, Volland, & Gorin, 2005). Rice and Fineman (2004) concluded that the economic impact of an aging society will result in not only an investment in prevention services but also a concentrated effort to recruit, educate, and train a workforce to understand and care for an aging population. An aging population brings with it a host of ethical dilemmas that can only be solved by those with a strong sense of values and ethics (Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, 2006).

Qualitative research has limited ability to be generalized given small samples and exploratory nature of the study (Creswell, 2005). Due to the small, purposeful, convenient sample of this study, findings cannot be generalized to the larger population. The value in the study lies in the contribution to the discourse of social work leadership that can contribute to the external validity of future studies.

Significance to Leadership

The research of Rank and Hutchison (2000) raised concerns that the concept of social work leadership has less importance than leadership in other sectors; yet shrinking resources and growing societal needs demand effective leadership within the profession and organizations that employ social workers. The social work profession has an opportunity to embrace leadership models compatible with the profession and develop innovative approaches to problem-solving (Mizrahi & Berger, 2005; Scharlach & Robinson, 2005).

Jaskyte (2004) suggested that innovation in nonprofit organizations can be uncomfortable and intimidating unless promoted by leaders who create strong, value-based organizational cultures. Innovation includes moving away from traditional models of service delivery and creating new models that make effective use of human capital, resources, and time (Poole & Colby, 2002). Study findings suggest a need for innovation underscored by professional values.

Findings from the study may benefit social service agencies and the social work profession in defining the concept of leadership, the role of professional values, and positioning to meet future societal needs (Rank & Hutchison, 2000). As an educator, the researcher is able to use study outcomes to contribute to the education of social work students in a university setting. Study findings are important to social work education and curriculum (CSWE, 2006; Rank & Hutchison).

The study has generated interest from national organizations such as the Alliance for Children and Families, the National Association of Social Workers (NASW), and the Council on Social Work Education (CSWE) who provides accreditation for schools of

social work. The researcher has agreed to share findings with these national organizations that serve in leadership capacities that communicate, influence, and create new paradigms and policies that can improve and transform the social work profession.

The professional organizations listed serve in leadership capacities that communicate, influence, and create new paradigms and policies that can improve and transform the social work profession. The national organizations interested in this doctoral study offer opportunities for further research, professional publication, and conference and training exposure.

Reflections on the Research Experience

It was the researcher's intent to conduct a meaningful and scholarly study of social work leadership in order to contribute to the body of social work leadership literature and fulfill a terminal degree requirement. Since few studies of social work leadership existed the researcher believed there was an opportunity to play a role in creating new knowledge and supporting the social work profession in the quest to plan for the future and address the needs of the profession and an aging and growing society. What began as a professional passion of the researcher developed into a research study culminating in scholarly opinion and hopefully professional meaning and understanding.

The researcher noted several significant moments throughout the study process. The first, being the eagerness of social work leaders to participate in this study. The researcher was not sure how many invitations would have to be extended and how long it would take for 20 participants to respond. The response was immediate and overwhelming with all interviews scheduled within one week and interviews completed

within three weeks with only one reschedule and one cancellation. This immediate attention demonstrated to the researcher the interest and urgency of the study.

The second significant moment occurred when participants offered such valuable and personal insights about their own leadership experiences. Social work leaders shared stories of personal struggles and learning over the years as well as triumphs and moments of historical turning points. The researcher felt honored to receive such precious information and often felt mentored during the interview process. Participants were also very serious about wanting to provide worthwhile information and expressed regret when not able to offer more elaboration.

The researcher was also touched by the genuine concern for vulnerable individuals, whether it was members of client groups or employees and organizational members. The quotes were poignant and telling. Care and concern was convincingly conveyed throughout the interview questions.

Finally, the researcher was humbled by the high level of skill and awareness demonstrated by the study participants in articulating the definition of social work leadership, the role of professional values, the identification of essential skills, and a mission for the future. The topic is certainly worthwhile of study. The problem of a lack of empirical research and few social work leaders remains a problem. This researcher hopes that this study compels others to venture into the phenomenon of social work leadership and consideration of the recommendations presented in the next section.

<div align="center">Recommendations</div>

The few authors who have studied social work leadership have recommended further research (Claiborne, 2004; Gellis, 2001; Marshall & Altpeter, 2005; Mizrahi &

Berger, 2001; Mizrahi & Berger, 2005; Rank & Hutchison, 2000; Sisco, Volland, & Gorin, 2005). Since few studies of social work leadership exist this doctoral research plays a role in creating new knowledge and supporting the social work profession in the quest to plan for the future and address the needs of the profession and an aging and growing society.

The researcher does not find this study to be conclusive, but rather to initiate further interest and inquiry into the topic of social work leadership. Social work is committed to continuing professional education (CSWE, 2006; NASW, 2007) and that education includes the phenomenon of leadership. By understanding leadership needs in the contemporary context social workers can develop programs and intervention to meet those needs, much like clinical work on the micro level.

The scope of this study was limited, focusing on a relatively small geographical area. The limitations included access to a sample populations, time, and availability of the researcher. The interview tool used was that developed and used by Rank and Hutchison (2000) in their study of CSWE and NASW members throughout the country via telephone interviews. The tool creates an excellent opportunity for further exploration of social work leaders. Further studies can build upon the Rank and Hutchison foundation, this doctoral study, and the other limited social work leadership research studies found in the literature. Below are recommendations for replication, survey research, case study, focus groups, quantitative, and longitudinal research.

Replication and Expansion

The first recommendation is for replication of this study in other geographical areas and with other sample populations such as educators, clinicians, or policy

advocates. Future researchers should use the Rank and Hutchison (2000) interview tool and follow the same study procedures. The replication at other points in time will contribute to the current body of knowledge and help to validate findings. Snowball sampling could also be considered.

Researchers may also consider expanding the sample size in future studies and/or data collection via telephone interviews as conducted by Rank and Hutchison (2000). This expansion allows for collection of vast amounts of data from across the country. Increased data collection may lead to increased validity and ability to generalize study results to other social work populations.

Survey Research

Several study participants commented to the researcher a wish to have had the interview tool ahead of the interview time in order to reflect upon the questions and narrow information into concise answers. A recommendation is to use the Rank and Hutchison (2000) interview tool but send it out either by mail or electronically. Participation could then be anonymous and confidential if desired by the researcher or participant. If mailed or posted on a secure electronic site, the study sample could also be a random sample protecting the identity and confidentiality of participants.

Case Study

A third recommendation is to conduct a case study of a social work leader and/or a collective case study of a group of social work leaders. A case study allows for in-depth exploration of the topic including opportunities for collecting multiple forms of data such as observation, interview, written materials, pictures, etc. (Creswell, 2005). During the

interview process in this study, the researcher believed that there would be value in further discussion with individual participants over time and in multiple settings.

Focus Groups

In this phenomenological study the researcher wanted to focus on the live experiences of individuals rather than groups. During the interview process some participants wanted to know what others said or how others answered different questions. The researcher did not disclose this information but a focus group design would lend itself to group sharing, elaboration, and consensus (Creswell, 2005). Focus group research is recommended.

Quantitative and Mixed-Method Research

The next recommendation is that future researchers develop quantitative tools that measure various social work leadership aspects and perhaps drawn correlations to add to understanding of relationships and impact. Quantitative research might also focus on rank and order of leadership priorities, preferences in leadership styles, and organizational fit within social service cultures. Mixed method studied may further quantitative research with further explanation via a qualitative process.

Longitudinal Research

The final recommendation for furthering social work leadership studies is the implementation of a longitudinal study examining social work leadership over time and considering the dynamic social context. Although costly in time and human capital, longitudinal research has value in studying a phenomenon over time and space. Longitudinal research could also capture the changes in social work leadership over time.

Summary

All of these recommendations for further research can contribute to the limited body of social work research. Additional studies may add validity to the topic and to this particular study. Continued research is imperative as the social work profession grows and expands to meet the exceedingly challenging social environment. Additional research heightens awareness of the importance of the issue, encourages practitioners to contribute to the body of knowledge, and leaves a legacy for the social work profession.

Chapter Conclusion

The purpose of this qualitative, phenomenological study was to explore the perceptions of leadership, including the role of professional values, among 20 social work leaders located within the Tampa Bay Area of the State of Florida. Phenomenology allowed the researcher "to discover participants' lived experiences and how they make sense of them" (Babbie, 1998 p. 281). The study incorporated use of the Rank and Hutchison (2000) interview tool to explore social work leaders' perceptions used to define the concept of leadership, identify the importance of professional values and skills, and create a mission for social work leaders.

Social work leaders became actively involved in the dialogue about the meaning of leadership and demonstrated interest and commitment in the research process. The outcomes are a definition of social work leadership at this point in time, a clear message that professional values are extremely important in that definition and the distinction from other disciplines, identification of essential skills for social work leaders, and a mission for the future. Based upon this research that mission is: *Return to the core values and ideology of the profession by heightening the promotion of social justice for*

vulnerable populations and multi-level advocacy through the demonstration of competent

practice, professional identity, solid research, and dynamic leadership. This study

applauds the efforts of social work leaders in the Tampa Bay Area of the State of Florida

and encourages further research on the topic.

Chapter Summary

Chapter 5 concludes the formal presentation of this research study. The previous

chapters serve as an introduction to the topic, the need for the study, a review of the

literature, the research methods and design, and research results and findings. Chapter 5

presents the interpretations of the findings, implications, and significance of the study,

research reflections, and recommendations for further research. The remaining sections of

this dissertation include the references used in preparing the study and document, forms

and protocols, and interview transcripts.

REFERENCES

Alliance for Children and Families. (2007). *About the Alliance*. Retrieved February 12, 2007, from http://www.alliance1.org

Ba Banutu-Gomez, M. (2004, March). Great leaders teach exemplary followership and serve as servant leaders. *The Journal of American Academy of Business, 4*(1/2), 143-151. Retrieved September 13, 2006, from EBSCOhost database.

Barker, R. L. (2003). *The social work dictionary* (5th ed.). Washington, DC: NASW Press.

Babbie, E. (1998). *The practice of social research* (8th ed.) Belmont, CA: Wadsworth.

Bartlett, H. M. (1970). *The common base of social work practice.* New York: National Association of Social Workers.

Bass, B. M. (1990). *Handbook of leadership: Theory, research & managerial applications* (3rd ed.). New York: The Free Press.

Bass, B. M. (2003, May/June). Power to change: A conversation with Bernard M. Bass. *LIA, 23*(2), 9-11. Retrieved September 13, 2006, from EBSCOhost database.

Bass, B. M., & Steidlmeier, P. (1999, Summer). Ethics, character, and authentic transformational leadership behavior. *Leadership Quarterly, 10*(2), 181-218. Retrieved December 15, 2004, from EBSCOhost database.

Bent-Goodley, T. B. (2002, Spring/Summer). Defining and conceptualizing social work entrepreneurship. *Journal of Social Work Education, 38*(2), 291-302. Retrieved September 13, 2006, from EBSCOhost database.

Bergmann, H. (1999, October-December). Introducing a grass-roots model of leadership. *Strategy & Leadership, 27*(6), 15-21. Retrieved December 15, 2004, from EBSCOhost database.

Berkman, B. J., Gardner, D. S., Zodikoff, B. D., & Harootyan, L. K. (2005, July-September). Social work in health care with older adults: Future challenges. *Families in Society: The Journal of Contemporary Social Services, 86*(3), 329-337. Retrieved September 3, 2006, from ProQuest database.

Bothwell, R. O. (2002, June). Foundation funding of grassroots organizations. *International Journal of Nonprofit and Voluntary Sector Marketing, 7*(4), 382-392. Retrieved September 13, 2006, from EBSCOhost database.

Bolman, L. G., & Deal, T. E. (2003). *Reframing organizations: Artistry, choice, and leadership* (3rd ed.). San Francisco, CA: Jossey-Bass.

Brilliant, E. L. (1986, September-October). Social work leadership: A missing ingredient. *Social Work, 31*(5), 325-332. Retrieved November 11, 2004, from EBSCOhost database.

Burney-Nissen, L., Merrigan, D. M., & Kraft, M. K. (2005, March/April). Moving mountains together: Strategic community leadership and systems change. *Child Welfare, LXXXIV*(2), 123-140. Retrieved March 31, 2007, from EBSCOhost database.

Burns, J. M. (1979). *Leadership.* New York: Harper & Row.

Christ, G., & Blacker, S. (2005). Setting an agenda for social work end-of-life and palliative care: An overview of leadership and organizational initiatives. *Journal*

of Social Work in End-of-Life & Palliative Care, 1(1), 9-22. Retrieved February 16, 2008, from EBSCOhost database.

Claiborne, N. (2004, April). Presence of social workers in nongovernmental organizations. *Social Work, 49*(2), 207-219. Retrieved January 15, 2005, from ProQuest database.

Cone, J. D., & Foster, S. L. (2004). *Dissertations and theses from start to finish* (12th ed.). Washington, D.C.: American Psychological Association.

Corbin, J. N. (2005, October). Increasing opportunities for school social work practice resulting from comprehensive reform. *Children & Schools, 27*(4), 239-246. Retrieved March 31, 2007, from EBSCOhost database.

Council on Social Work Education. (2006, April). *Directory of accredited social work degree programs*. Retrieved September 1, 2006, from http://www.cswe.org

Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson.

D'Aprix, A. S., Dunlap, K. M., Abel, E., & Edwards, R. L. (2004, June). Goodness of fit: Career goals of MSW students and the aims of the social work profession in the United States. *Social Work Education, 23*(3), 265-280. Retrieved September 13, 2006, from EBSCOhost database.

Davidson-Perlmutter, F., & Crook, W. P. (2004). *Changing hats while managing change* (2nd ed.). Washington D.C.: NASW Press.

Day, P. J. (2006). *A new history of social welfare* (5th ed.). Boston, MA: Pearson.

Dennison, S. T., Poole, J., & Qaqish, B. (2007). Students' perceptions of social work: Implications for strengthening the image of social work among college students. *Social Work, 52*(4), 350-360. Retrieved February 16, 2008, from EBSCOhost database.

Drucker, P. (1990). *Managing the nonprofit organization.* New York: HarperCollins Publishers.

Dudley, J. R. (2005). *Research methods for social work: Becoming consumers and producers of research.* Boston: Pearson Education, Inc.

Dvir, T., Eden, D., Avolia, B., & Shamir, B. (2002). Impact of transformational leadership on follower development and performance: A field experiment. *Academy of Management Journal, 45*(4), 735-744. Retrieved September 13, 2006, from EBSCOhost database.

Edwards, R. L., & Yankey, J. A. (2006). *Effectively managing nonprofit organizations.* Washington, D.C.: NASW Press.

Eisenberg, P. (2005). The nonprofit sector and the will to change. *New England Journal of Public Policy, 20*(1), 167-176. Retrieved December 29, 2005, from EBSCOhost database.

Fabricant, M. (1985, September-October). The industrialization of social work practice. *Social Work, 30*(5)*,* 389. Retrieved August 4, 2006, from EBSCOhost database.

Fisher, E. A. (2005). Facing the challenges of outcome measurement: The role of transformational leadership. *Administration in Social Work, 29*(4), 35-49. Retrieved February 16, 2008, from EBSCOhost database.

Frey, A. J., & Dupper, D. R. (2005, January). A broader conceptual approach to clinical

practice for the 21st century. *Children & Schools, 27*(1), 33-44. Retrieved

September 13, 2006, from EBSCOhost database.

Gellis, Z. D. (2001, March). Social work perceptions of transformational and

transactional leadership in health care. *Social Work Research, 25*(1), 17-26.

Retrieved January 15, 2005, from EBSCOhost database.

Globerman, J., White, J., & McDonald, G. (2002, November). Social work in

restructuring hospitals: Program management five years later. *Health & Social

Work, 27*(4), 274-283. Retrieved March 15, 2007, from EBSCOhost database.

Glover, T. D., Parry, D. C., & Shinew, K. J. (2005). Building relationships, accessing

resources: Mobilizing social capital in community garden contexts. *Journal of

Leisure Research, 37*(4), 450-474. Retrieved September 13, 2006, from

EBSCOhost database.

Greenleaf, R. K. (1977). *Servant leadership.* New York: Paulist.

Groenewald, T. (2004, April). A phenomenological research design illustrated.

International Journal of Qualitative Methods. 3(1), Article 4. Retrieved

December 1, 2007, from EBSCOhost database.

Hallinger, P. (2003, November). Leading educational change: Reflections on the practice

of instructional and transformational leadership. *Cambridge Journal of Education,

33*(3), 329-351. Retrieved January 15, 2005, from EBSCOhost database.

Haynes, K. S., & Mickelson, J. S. (2006). *Affecting change: Social workers in the

political arena* (6th ed.). Boston, MA: Pearson.

Hazy, J. K. (2006). Measuring leadership effectiveness in complex socio-technical systems. *E:CO, 8*(3), 58-77. Retrieved September 13, 2007, from EBSCOhost database.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. (2006). *Direct social work practice: Theory and skills* (7th ed.). Belmont: CA: Thompson.

Herman, R. D., & Renz, D. O. (2004). Doing things right: Effectiveness in local nonprofit organizations, a panel study. *Public Administration Review, 64*(6), 694-704. Retrieved March 10, 2007, from EBSCOhost database.

Higgs, M. (2003). How can we make sense of leadership in the 21st century? *Leadership & Organizational Development, 24*(5/6), 273-284. Retrieved September 13, 2007, from EBSCOhost database.

Hood, J. N. (2003). The relationship of leadership style and CEO values to ethical practices in organizations. *Journal of Business Ethics, 43,* 263-273. Retrieved September 13, 2006, from EBSCOhost database.

Hooyman, N. R. (2006). *Achieving curricular and organizational change.* Alexandria, VA: Council on Social Work Education.

Hopps, J. G. (1986, September/October). Reclaiming leadership. *Social Work, 31*(5), 323-324. Retrieved November 11, 2004, from EBSCOhost database.

Howatson-Jones, I. L. (2004, June). The servant. *Nursing Management, 11*(3), 20-24. Retrieved July 31, 2006, from EBSCOhost database.

Hudson, C. G. (2000, Spring/Summer). At the edge of chaos: A new paradigm for social

    work. *Journal of Social Work Education, 36*(2), 215-230. Retrieved August 13,

    2006, from EBSCOhost database.

Jaskyte, K. (2004, Winter). Transformational leadership, organizational culture, and

    innovativeness in nonprofit organizations. *Nonprofit Management & Leadership,*

    15(2), 153-168. Retrieved September 13, 2006, from EBSCOhost database.

Jones, G. R. (2004). *Organizational theory, design, and change* (4th ed.). Belmont, CA:

    Brooks/Cole.

Judge, T. A., & Piccolo, R. F. (2004, October). Transformational and transactional

    leadership: A meta-analytic test of their relative validity. *Journal of Applied*

    Psychology, 89(5), 755-769. Retrieved December 15, 2004, from EBSCOhost

    database.

Kaplan, L. E., Tomaszewski, E., & Gorin, S. (2004, May). Current trends and the future

    of HIV/AIDS services: A social work perspective. *Health & Social Work, 29*(2),

    153-160. Retrieved February 16, 2008, from EBSCOhost database.

Loup, R., & Koller, R. (2005, Fall). The road to commitment: Capturing the head, hearts,

    and hands of people to effect change. *Organization Development Journal, 23*(3),

    73-81. Retrieved September 13, 2007, from EBSCOhost database.

Mandell, B. R. (2002, Winter). Welfare reform after 9/11. *New Politics, VIII*(4), 53.

    Retrieved September 1, 2006, from ProQuest database.

Manske, J. E. (2006, August). Social work in the Department of Veteran's Affairs:

    Lessons learned. *Health & Social Work, 31*(3), 233-238. Retrieved September 3,

    2006, from EBSCOhost database.

Marshall, V. W., & Altpeter, M. (2005, May). Cultivating social work leadership in
   health promotion and aging: Strategies for active aging interventions. *Health &
   Social Work, 30*(2), 135-144. Retrieved September 1, 2006, from ProQuest
   database.

Martin, A., & Ernst, C. (2005). Leadership, learning and human resource management:
   Exploring leadership in times of paradox and complexity. *Corporate Governance,
   5*(3), 82-94. Retrieved September 13, 2007, from EBSCOhost database.

Mary, N. L. (2005). Transformational leadership in human service organizations.
   Administration in Social Work, 29(2), 105-118. Retrieved February 16, 2008,
   from EBSCOhost database.

Min, J. W. (2005). Cultural competency: A key to effective future social work with
   racially and ethnically diverse elders. *Families in Society, 86*(3), 347-358.
   Retrieved February 16, 2008, from EBSCOhost database.

Mizrahi, T., & Berger, C. S. (2001, May). Effect of a changing health care environment
   on social work leaders: Obstacles and opportunities in hospital social work. *Social
   Work, 46*(2), 170-182. Retrieved March 6, 2007, from EBSCOhost database.

Mizrahi, T., & Berger, C. S. (2005, May). A longitudinal look at social work leadership
   in hospitals: The impact of a changing health care system. *Health & Social Work,
   30*(2), 155-165. Retrieved November 6, 2005, from EBSCOhost database.

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage
   Publications, Inc.

Murphy, L. (2005). Transformational leadership: A cascading chain reaction. *Journal of Nursing Management, 13,* 128-136. Retrieved August 18, 2006, from EBSCOhost database.

National Association of Social Workers. (1999). *Code of ethics*. Retrieved July 28, 2006, from http://naswdc.org

National Association of Social Workers. (2006, August). *Poverty fails to decline despite four years of economic growth: New census data suggests need to refocus efforts to fight poverty*. Retrieved September 1, 2006, from http://www.socialworkers.org/pressroom/2006/082906.asp

National Association of Social Workers. (2007). *General fact sheets – social work profession*. Retrieved May 13, 2007, from http://www.naswdc.org/pressroom/features/general/profession.asp

Netting, F. E., Kettner, P. M., & McMurty, S. L. (2004). *Social work macro practice* (3rd ed.). Boston, MA: Pearson Education, Inc.

Neuman, W. L. (2003). *Social research methods: Qualitative and quantitative approaches* (5th ed.). Boston, MA: Pearson Education.

Papin, T., & Houck, T. (2005, March/April). All it takes is leadership. *Child Welfare, LXXXIV*(2), 299-310. Retrieved March 31, 2007, from EBSCOhost database.

Perlmutter, F. D. (2006). Enduring social work administration. *Administration in Social Work, 30*(2), 3-9. Retrieved February 16, 2008, from EBSCOhost database.

Pollard, C. W. (2003). Leading in turbulent times. *Baylor Business Review, 20*(1), 22-29. Retrieved March 6, 2007, from EBSCOhost database.

Poole, D. L., & Colby, I. C. (2002, April). Do public neighborhood centers have the capacity to be instruments of change in human services? *Social Work, 47*(2), 142-152. Retrieved September 13, 2006, from EBSCOhost database.

Proctor, E. K. (2003). Unmet need, safety net services, and research. *Social Work Research, 27*(3), 131-132. Retrieved December 10, 2005, from EBSCOhost database.

Rafferty, A. E., & Griffin, M. A. (2006). Refining individualized consideration: Distinguishing developmental leadership and supportive leadership. *Journal of Occupational and Organizational Psychology, 79,* 37-61. Retrieved September 13, 2006, from EBSCOhost database.

Rank, M. G., & Hutchison, W. S. (2000, Fall). An analysis of leadership within the social work profession. *Journal of Social Work Education, 36*(3), 487-502. Retrieved January 15, 2005, from EBSCOhost database.

Reamer, F. G. (2006). *Ethical standards in social work* (2nd ed.). Washington, DC: NASW Press.

Rice, D. P., & Fineman, N. (2004). Economic implications of increased longevity in the United States. *Annual Review of Public Health, 25,* 457-473. Retrieved September 1, 2006, from ProQuest database.

Roubach, M. (2004, April). Meaning, phenomenology, and being. *Inquiry, 47*(2), 189-199. Retrieved December 1, 2007, from EBSCOhost database.

Scharlach, A. E., & Robinson, B. K. (2005, Fall). Special section: Innovations in gerontological social work education. *Journal of Social Work Education, 41*(3), 427-440. Retrieved March 20, 2007, from ProQuest database.

Schissler-Manning, S. (2003). *Ethical leadership in human services: A multi-dimensional approach.* Boston, MA: Pearson Education, Inc.

Schutt, R. K. (2006). *Investigating the social world: The process and practice of research* (5th ed.). Thousand Oaks, CA: Pine Forge Press.

Schwandt, T. A. (2001). *Dictionary of qualitative inquiry* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Seidman, I. (2006). *Interviewing as qualitative research* (3rd ed.). New York: Teachers College Press.

Sendjaya, S., & Sarros, J. C. (2002, Fall). Servant leadership: Its origin, development and application in organizations. *Journal of Leadership& Organizational Studies, 9*(2), 57-64. Retrieved January 15, 2005, from EBSCOhost database.

Shaffer, G. L. (2006, October). Promising school social work practice of the 1920's: Reflections for today. *Children & Schools, 28*(4), 243-251. Retrieved January 15, 2007, from EBSCOhost database.

Shank, G. D. (2006). *Qualitative research: A personal skills approach* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Sheard, A. G., & Kakabadse, A. P. (2002). Key roles of the leadership landscape. *Journal of Managerial Psychology, 17*(2), 129-144. Retrieved May 10, 2006, from EBSCOhost database.

Silverman, D. (2005). *Doing qualitative research* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Simon, M. K. (2006). *Dissertation & scholarly research: A practical guide to start & complete your dissertation, thesis, or formal research project.* Dubuque, IA: Kendall/Hunt Publishing Company.

Sisco, S., Volland, P., & Gorin, S. (2005). Social work leadership and aging: Meeting the demographic imperative. *Health & Social Work, 30*(4), 344-347. Retrieved September 13, 2006, from EBSCOhost database.

Skerrett, D. (2000). Social work - a shifting paradigm. *Journal of Social Work Practice, 14*(1), 2000. Retrieved December 20, 2005, from EBSCOhost database.

Smith, B. N., Montagno, R. V., & Kuzmenko, T. N. (2004, Spring). Transformational and servant leadership: Content and contextual comparisons. *Journal of Leadership & Organizational Studies, 10*(4), 80-92. Retrieved January 15, 2005, from EBSCOhost database.

Social Work Leadership Institute. (2007). *About SWLI*. Retrieved May 13, 2007, from http://socialwork.nyam.org/nsw/swli/mission.php

Society for Social Work Leadership in Health Care. (2007). *Overview*. Retrieved May 13, 2007, from http://www.sswlhc.org/html/overview/html

Spence Laschinger, H. K., Finegan, J. E., Shamian, J., & Wilk, P. (2004, June). A longitudinal analysis of the impact of workplace empowerment on work satisfaction. *Journal of Organizational Behavior, 25*(4), 527. Retrieved August 13, 2007, from EBSCOhost database.

Spicuzza, F. J. (2003). Preparing students for social work advocacy. *The Journal of Baccalaureate Social Work, 8*(2), 49-68. Retrieved August 10, 2006, from EBSCOhost database.

Spinelli, R. J. (2006, Spring). The applicability of Bass's model of transformational, transactional, and laissez-faire leadership in the hospital administrative environment. *Hospital Topics: Research and Perspectives on Healthcare, 84*(2), 11-18. Retrieved September 13, 2006, from EBSCOhost database.

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Stephenson, C. (2004, Jan/Feb). Rebuilding trust: The integral role of leadership in fostering values, honesty and vision. *Ivey Business Journal Online,* 1. Retrieved August 22, 2007, from EBSCOhost database.

Stone, A. G., Russell, R. F., & Patterson, K. (2004). Transformation versus servant leadership: a difference in leader focus. *Leadership & Organization Development Journal, 25*(3/4), 349-361. Retrieved August 13, 2007, from EBSCOhost database.

Strom-Gottfried, K. (1997, Winter). The implications of managed care for social work education. *Journal of Social Work Education, 33*(1), 7. Retrieved December 20, 2005, from EBSCOhost database.

Thompson, J., Menefee, D., & Marley, M. (1999, Winter). A comparative analysis of social workers' macro practice activities: Identifying functions common to direct practice and administration. *Journal of Social Work Education, 35*(1), 115-124. Retrieved August 14, 2006, from EBSCOhost database.

Thyer, B. A. (2002, Winter). Developing discipline-specific knowledge for social work: Is it possible? *Journal of Social Work Education, 38*(1), 101. Retrieved August 8, 2006, from EBSCOhost database.

University of South Florida. (2006). Retrieved September 1, 2006, from University of

    South Florida Web Site: http://www.usf.edu

U.S. Census Bureau. (2005). *State & County QuickFacts*. Retrieved September 1, 2006,

    from U.S. Census Bureau Web Site:

    http://quickfacts.census.gov/qfd/states/12000.html

U.S. Department of Labor. (2006, March). *Licensed social workers in the U.S., 2004*.

    Retrieved August 14, 2006, from U.S. Department of Labor Web Site:

    http://workforce.socialworkers.org/studies/fullstudy0306.pdf

U.S. Department of Labor, Bureau of Labor Statistics. (2007). Social workers.

    Occupational Outlook Handbook, 2006-07 Edition. Retrieved May 13, 2007,

    from http://www.bls.gov/oco/ocos060.htm

Van Seters, D. A., & Field, R. H. (1990). The evolution of leadership theory. *Journal of

    Organizational Change Management, 3*(3), 29-46. Retrieved December 15, 2004,

    from EBSCOhost database.

Vodde, R., & Gallant, J. P. (2002). Bridging the gap between micro and macro practice:

    Large scale change and a unified model of narrative-deconstructive practice.

    Council on Social Work Education, 38(3), 439-458. Retrieved March 20, 2007,

    from EBSCOhost database.

Whetstone, J. T. (2002, October). Personalism and moral leadership: The servant leader

    with a transforming vision. *Business Ethics: A European Review, 11*(4), 385-392.

    Retrieved December 15, 2004, from EBSCOhost database.

Whittier, N. (2002). Persistence and transformation: Gloria Steinem, the Women's Action Alliance, and the feminist movement, 1971-1997. *Journal of Women's History, 14*(2), 148-150. Retrieved September 13, 2006, from EBSCOhost database.

Wimpfheimer, S. (2004). Leadership and management competencies defined by practicing social work managers: An overview of standards developed by the National Network for Social Work Managers. *Administration in Social Work, 28*(1), 45-56. Retrieved February 16, 2008, from EBSCOhost database.

Yukl, G. (1999). An evaluation of the conceptual weaknesses in transformational and charismatic leadership theories. *Leadership Quarterly, 10*(2), 285-306. Retrieved December 15, 2004, from EBSCOhost database.

APPENDIX A: INVITATION TO PARTICIPATE LETTER

Dear Social Work Leader,

I am a student at the University of Phoenix working on a doctorate in management and organizational leadership. I am conducting a research study entitled *A Phenomenological Study of Social Work Leadership*. The purpose of the research study is to explore how social worker leaders define the concept of leadership and the role of professional values in leadership.

Your participation will involve completing a one-on-one, in-person interview with the researcher. The interview is expected to take approximately one hour with the potential of follow-up from the researcher to clarify interview responses. Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, you can do so without penalty or loss of benefit to yourself. The results of the research study may be published but your name will not be used and your results will be maintained in confidence.

In this research there are no foreseeable risks to you.

Although there may be no direct benefit to you, the possible benefit of your participation is a contribution to the social work professions' understanding of leadership, skills needed for social work leaders, and a mission for the future.

You will be asked to sign an informed consent statement at the time of the interview.

If you have any questions concerning the research study, please call me at 813-785-7921 or email me at pmalvarez@email.phoenix.edu. I look forward to conducting an interview with you in the near future.

Sincerely,

/s/ Pamela M. Alvarez

Pamela M. Alvarez

Doctoral Student

University of Phoenix

APPENDIX B: INFORMED CONSENT: PARTICIPANTS 18 YEARS OF AGE AND

OLDER

Title: A Phenomenological Study of Social Work Leadership
Informed Consent Form

The following information is provided to assist you in deciding whether you wish to participate in the present study. Pamela M. Alvarez, a doctoral student in the Management in Organizational Leadership Program at the University of Phoenix, is conducting a research study entitled *A Phenomenological Study of Social Work Leadership*. The purpose of the research study is to explore how social worker leaders define the concept of leadership and the role of professional values in leadership.

Your participation will involve an in-person interview with the researcher. The interview is expected to take approximately one hour with the potential of follow-up from the researcher to clarify interview responses.

Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, you can do so without penalty or loss of benefit to yourself.

In this research there are no foreseeable risks to you.

Although there may be no direct benefit to you, the possible benefit of your participation is a contribution to the social work professions' understanding of leadership, skills needed for social work leaders, and a mission for the future.

Do not hesitate to ask questions about the study before participating or during the study. The researcher, Pamela M. Alvarez, can be reached at 813-785-7921 or via email at pmalvarez@email.phoenix.edu. You may also contact the University of Phoenix School of Advanced Studies at 1-800-366-9699 with any questions.

The researcher would be happy to share the findings with you after the research is completed. The results of the research study may be published, but your name will not be used and your responses will be maintained in confidence.

Please sign this consent form. You are signing it will full knowledge of the nature of the study and purpose of the procedures. A copy of this form will be mailed back to you to keep for your records.

By signing this form I acknowledge that I understand the nature of the study, the potential risks to me as a participant, and the means by which my identity will be kept confidential. My signature on this form also indicates that I am 18 years old or older and that I give my permission to voluntarily serve as a participant in the study described.

_____   _____

Signature   Date

_____

Printed Name

APPENDIX C: AUTHOR SIGNED PERMISSION TO USE AN EXISTING SURVEY:

SOCIAL WORK LEADERSHIP INTERVIEW TOOL

UNIVERSITY OF PHOENIX

PERMISSION TO USE AN EXISTING SURVEY

Date 4/23/07

Mr. /Ms Pamela M. Alvarez
Address 17116 Lakeshore Road
Lutz, FL 33558
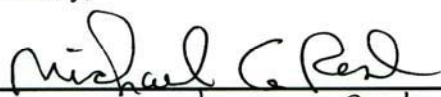
Thank you for your request for permission to use the social work leadership telephone survey instrument in your research study. We are willing to allow you to reproduce the instrument as outlined in your letter at no charge with the following understanding:

- You will use this survey only for your research study and will not sell or use it with any compensated management/curriculum development activities.
- You will include the copyright statement on all copies of the instrument.
- You will send your research study and one copy of reports, articles, and the like that make use of this survey data promptly to our attention.

If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to us.

Best wishes with your study.

Sincerely,

Signature Michael G. Rank, PhD.

I understand these conditions and agree to abide by these terms and conditions.

Signed Pamela M. Alvarez   Date 4/23/07

Expected date of completion 1/21/08

1

APPENDIX D: COPY OF SURVEY INSTRUMENT: SOCIAL WORK LEADERSHIP

INTERVIEW TOOL

Social Work Leadership Interview Tool

Participant Demographics

Name:_____

Leadership Position: _____

Length of time in position: _____

Gender: _____ Age: _____ Race / Ethnicity: _____

University where obtained MSW:_____

County: _____

Interview Questions

1. How do you define the concept of leadership for the social work profession?

2. Does your leadership concept differ for the social work profession than for other disciplines? If so, what do you believe distinguishes it?

3. Who do you identify as the most important leaders in the social work profession from the past? (Please list three individuals.)

4. Who do you identify as the leaders in the social work profession today? (Please list three individuals.)

5. In your opinion, do you believe leadership roles in the social work profession have changed over the past century? If so, how?

6. What do you believe are essential leadership skills for social workers for the 21st century? (Please list no more than three.)

7. In your opinion, what is the mission for leaders of the social work profession in the 21st century?

8. What content, if any, should programs of social work include in creating a leadership development curriculum for baccalaureate social work students? For master's students? For doctoral students?

9. How has your leadership practices or philosophy changed as a result of organizational and/or political constraints?

APPENDIX E: INTERVIEW PROTOCOL FORM AND SCRIPT

Interview Protocol Form and Script

Name: _____

Communication:

_____ Initial letter of interest

_____ Email or telephone scheduling of interview

             Interview date and location _____

_____ Email confirmation of interview date, time, and location

_____ Signed Informed Consent Form

_____Transcript emailed to participant for review and clarification if needed

_____ Thank you emailed and mailed

Introduction (script):

The purpose of this research study is to explore how social worker leaders define

the concept of leadership and the role of professional values in leadership. I want to find

out your perspective on the topic and compare it with a number of other social work

leaders. I hope to find common themes and define the concept social work leadership at

this point in time; identify the importance of professional values and skills; and create a

mission for social work leaders.

This interview is being recorded because I would like to focus on your responses

rather than taking copious notes. I will jot down notes from time to time throughout the

interview. A copy of the interview transcript will be provided to you for your review. I

hope that you will have the time to review the document and give me any feedback that

may clarify the information you provided. I may also contact you again via email or telephone for clarification of your responses.

Your participation in this study is completely voluntary. If you choose not to participate or to withdraw from the study at any time, you can do so without penalty or loss of benefit to yourself. The results of the research study may be published but your name will not be used and your results will be maintained in confidence. In this research there are no foreseeable risks to you. Although there may be no direct benefit to you, the possible benefit of your participation is a contribution to the social work professions' understanding of leadership, skills needed for social work leaders, and a mission for the future.

Do you have any questions before we begin the interview?

Proceed with the interview questions.

APPENDIX F: TRANSCRIPTS OF INTERVIEWS

Transcripts of Interviews

Q1. How do you define the concept of leadership for the social work profession?

Participant 1 responded: Well, I think it would be to provide social services in an ethically, competent manner. Leadership should also work to bring people along, don't want to use the word mentor, but the demonstration of values and to help those who are less experienced to engage them, to build them, and train them.

Participant 2 responded: That is a very interesting question. I have to say that I think for me when I started in my MSW I had no idea about this whole leadership gig, so it develops over time. For me leadership is the one who can actually be able to organize data, and be able to make a decision, and then be able to, based upon the data, direct everyone under me. I found that this is the biggest piece that tends to be missing. You've got to have one person who can see the big picture, understand the micro picture, and be able to work between the two for appropriate results.

Participant 3 responded: A social work leader is someone with vision of services to improve the lives of human beings in our society, especially the disadvantaged. Someone with high ethical values and behaviors of his or her own and someone who is a role model for other social workers. Someone who takes risks and is healthy. That's all.

Participant 4 responded: Always include social justice whether that be with your employees or the people that you serve, always making sure that everyone has equal access to services. In the social work profession I believe that it is my responsibility as a leader in an agency to provide opportunities for other people coming up in my profession, to receive a well rounded experience. I feel that I owe that to social work, that's why we

take interns and when we have interns they get the experience that someone with that degree would have if we were employing them.

Participant 5 responded: I think you really have to do a combination and advocacy had to be at the base of the whole concept of leadership, advocacy thorough staff, depending on constituent group, the service matrix. I think advocacy has to switch as a leader depending on what areas you are representing – juvenile justice, child welfare, all of the different areas you look into. It is interesting when you listen to those that are highly defined in one area because leadership means being able to follow a mission, an expandable mission to fit your leadership within different matrixes.

Participant 6 responded: Keeping the values and ethics and the skills learned as a social worker and taking those into your leadership position.

Participant 7 responded: I see all professional social workers as those who have obtained a degree in social work – BSW, MSW, and doctorate - and because of the educational background where you are taught values and skills as well as the history of social work I think that catapults any social worker into a position of leadership in any system you go into. Social workers are looked to, to be leaders with systems because of how well they are prepared academically. I see leadership within social work as the essence and a responsibility. So social workers should see themselves as leaders so that they will become the leaders they usually are.

Participant 8 responded: Strong character, integrity, tenacity, humility, someone who is knowledgeable and resourceful, someone who has an egalitarian leadership style, someone who is willing to fight the hard battles, open-minded.

Participant 9 responded: In a lot of social work, particularly in school social work, you are working in a secondary setting. So a lot of leadership is matching the social work profession with the setting you work in, in this case it is the schools. To expand on that a little bit the primary mission of the school district is not social work, the mission is education. So when I hire people, when I do program planning or implementation I am working from my profession as a social worker, but often the goals of what has to be accomplished, are driven by the school setting. Not all social work leadership would align like that. Agencies are not going to fall into this category because some of the organizations are social work agencies. Sometimes a lot of the agenda is driven by the setting, but when I align what I do in the setting is to align what the profession can give.

Participant 10 responded: To me it is the ability to lead, direct, instruct, support, and mentor. Probably all of those factors are critically important and a person with the skills to do those are to me, the ideal. I think it crosses all professional disciplines as well as the for-profit and not-for-profit in order to be truly effective as a leader.

Participant 11 responded: I think as social workers it is our role to bring people together and identifying the goals for whatever group it is and then figuring out the best ways to move forward. I don't see the role of social workers as power brokers, it is more of how do we lift the system up, how do we lift the process up, not how do we promote the person.

Participant 12 responded: I think it is one based upon the belief of the profession and the pride in the profession. And by a belief I think it is a sharing and commitment to the professional values, all of those values that work as the primary foundation for the profession. And then I think that leadership consists of practicing, so the essential role of

leadership is the practice of the values in whatever position you are in to make sure that those values get translated into the type of services and also helping other people to do the same. Stemming from that is an involvement in the community, involvement with other agencies that are providing similar services, with an involvement with the profession itself.

Participant 13 responded: I have learned to personally lead myself so I think it is about the leader first and other people second. Because if you really don't know who you are or what you want to do in life or have an identifiable mission statement then really are just spinning out there. I really think that social workers have to be grounded, committed to what makes human beings good, what motivates themselves, respect, and integrity. So it really is kind of like standing in your own integrity.

Participant 14 responded: I don't know if I define it for the social work profession per se, although I think that there are social work values that we bring to it. And certainly people in social work should know that values and know the code of ethics. I do believe that there are leadership skills that are probably generalized across professions. One of them is having a clear vision and being able to articulate that vision in the simplest terms possible. Also being able to gain the trust and support of people you are leading before crisis strikes. I think that when you are in crisis then it is too late to try and take a leadership role that you have not cultivated. So in my opinion I think you really earn the right to lead. So that is my definition but I also think it includes the cutting edge, staying on the cutting edge and always striving to go higher and making very few excuses if any.

Participant 15 responded: I think leadership for social work is really about first identifying what is needed in the community. Then you identify the resources and

programs you want to or can provide. And then you are really kind of molding and shaping your staff to give back to the community and provide those services. That's what I see as my role and how organizations should be.

Participant 16 responded: Leadership in social work is probably two-fold to me. One is to be able to organize staff and resources to focus on and accomplish needed services, address a problem, or provide a service. The other thing is that leadership is about navigating the social and political arenas to advocate for and bring awareness to these problems and needs and services so that you have resources and staff to organize later. So leadership is about being internal and external. The internal is the organization and the management of the resources and staff to efficiently and effective address the problems and provide a service. The external is navigating the political and social structures to generate advocacy and awareness and resources for services.

Participant 17 responded: Well, I will tell you a story. When I became the CEO of this organization the first thing I did was subscribe to the Harvard Business Review. Because I really think that corporate leadership, the body of research, MBA type research in terms of how to manage a very large organization is important. The difference between the way I operate as a social work leader and what I have learned from those is basically the values piece. For example, there are a number of times that we will make decisions to operate a service or expand a service that is not financially viable because of our assessment of the community benefit.

Participant 18 responded: I think probably leadership to me is vision, having the vision to know where an organization has to go. Implementation is also very important, but you have to have vision.

Participant 19 responded: I think leadership is being forthright and also compassionate, and passion-driven. It is also the ability to be collaborative and to be spirited. Leadership is founded in passion and ideals, but is also about having a plan. The plan is backed up by a foundation of passion, ideals, and commitment for others to see. So leadership is modeled in a way that passion, ideals, and vision collaboratively and respectfully brings people together to move forward. I think it is defined with social work ideals and values

Participant 20 responded: Being able to influence people.

Q2. Does your leadership concept differ for the social work profession than for other disciplines? If so, what do you believe distinguishes it?

Participant 1 responded: It depends on what the other profession is. In terms of the behavioral sciences, I would say yes, it is different. What is special of social work is that is has a model of, theories, model of beliefs and approaches that are fairly standard across the field, such as accounting. It is similar in that it has approaches that we use that are standard. Most other behavioral health education and orientations at the master's level are not consist across schools or approaches.

Participant 2 responded: Absolutely, I am an MSW and am working on an MBA. Leadership is very different in the nonprofit world than the for-profit world. I think from the social work perspective our values and principles are to value the human being, value where the person is in time and place. In a business environment you have to look at the business entity. Sometimes there is a marriage that you have to come between the two, especially as you are running a nonprofit business. Even with a nonprofit business you have to make some money in order to operate. And a lot of times it is balancing the social

work principles with the principles of business, especially as you are looking at the vision of your agency, and the mission of your agency. Often times there are some places to make some quick cash, but you have to keep going back to the social work values and principles, the mission and vision of your agency to make sure that the two coalesce. There are sometimes you do things because of high social work values and very little money. Sometimes there are times you do things in the short-term that are going to bring you some money that might be lower on the social work continuum. At the end of the day you have to make sure that you have enough capital, have enough funds to support the mission, and support the values of the social work piece. Those are skills I did not understand from a business perspective. I guess I always thought you could operate from that person-centered, family-centered perspective and it is not always as black and white.

Participant 3 responded: Yes, dedication to helping others and improving the lives of disadvantaged people that commitment is part of the leadership goal.

Participant 4 responded: In my current role, I would say that it does not differ from the other professions that are employed there because I believe that the social work ethics are enmeshed in the entire agency as a result of my leadership there and my tenure there. So I would expect that our staff with marketing degrees and laws degrees would never do anything that would stray from the NASW Code of Ethics and that we would all abide by those concepts.

Participant 5 responded: Social work is uniquely poised for leadership because of the interface with the community which is always been social works domain. Our leadership seems to mean for social workers always to be looking not only internally but within the whole community of interfacing agencies with community at large. That's

where social work values come in to influence the leadership because that's what really makes it to look beyond self interest and that is hard to balance. Values pull you away from the profit aspect only. We do so many other programs that others would not be interested in – toughest populations – due to values.

Participant 6 responded: I would think there is a uniqueness to that when you bring your social work skills and some clinical skills, but also your values and social work ethics (self-determination, facilitative, active listening, being a change agent, etc.) to leadership. So yes, there would be a difference.

Participant 7 responded: If we would say the discipline of psychiatry or the discipline of psychology I think psychiatrists see themselves as people who are in charge, but not necessarily as a leader because a leader has to do more than just be in charge they have to nurture and bring others along with them and also have the greater good as their focus rather than just their profession or themselves. I think psychologists tend to see themselves as members of a team but not necessarily leaders. They stick to their area of expertise and do that well and are leaders within that but do not have the bigger social context and responsibility to society or to the systems that they are within. In social work you do, that is part of our training and part of our values.

Participant 8 responded: Yes, I think humility for openers is somewhat unique to social work and leaders in our profession. I don't think that is an important quality of someone in a corporate structure. I of course think the knowledge and education required to be a social work leader differs significantly from what is perhaps required by different disciplines or what is effective for other disciplines. I want to add open-minded to my definition because I think that is a particularly important quality that a social work leader

needs, open to what is uncomfortable, open to other people's ideas about what is important and valuable, open to other people's ideas about what works and what is useful. And I think in many other fields those qualities are not necessarily as important or valuable.

Participant 9 responded: For me the educational setting and the social work setting have a lot in common, both are interested in human beings and their development and their growth. So many times the values and activities may not be defined the same, but the goals are common. Yes it differs, the way it differs is that I think we are greater advocates, often speak for those who do not have a voice, or voices have not been heard. Want to make sure that other points of view are heard. Sometimes I get in trouble because it seems that we are pushing an agenda rather than just trying to make sure it is heard. We are not abrasive, but accommodate, have a goal in mind about change and empowerment. Other people do it but I think we do it better. I think we communicate better. I think there is an appreciation for diversity, not only going in one direction but a lot to consider in how we are getting to where we want to go.

Participant 10 responded: I think that the perception and belief is that if a person comes from a social work background there is a certain humanistic element in their leadership. There is also an expectation that they will be committed to the code of ethics and that they will be both empathetic and humanistic in their leadership role and position, but again, those factors are important factors regardless of the profession or discipline.

Participant 11 responded: I don't think so. I think different disciplines lead in different ways, maybe the leadership style that I respond to the best it that of social workers.

Participant 12 responded: I am not sure that leadership does vary but maybe what does vary is the tasks focused around leadership. I think that it might vary in the sense that it is more grounded in, again, a more professional value belief system and professional priorities. But I am not sure that leadership itself differs. I think the context in which you demonstrate or provide that leadership varies but leadership skills and what it takes to be a leader, a commitment to what you are doing, a commitment to helping other people do that, a commitment to seeing that it is done in the best way possible – that does not differ. Outcomes differ. I don't think that we look at and judge leadership on the same basis that some for profit business. We are not as involved in the return on investment, or at least we define that differently. We do not define that in terms of dollars and cents, we define it in terms of the mission of our agencies. Of course that includes agency financial solvency of agencies. But no, I do not think we define leadership differently.

Participant 13 responded: It really doesn't. In my career, hospice career – I have been in the industry for 22 years. I have been a social worker at the bedside of dying patients and their families. I have been in middle management, program development, management development, and I have been a CEO at another hospice. I have seen the leadership in hospices in various forms, basically nurses who are leaders and social workers who are leaders. The difference between the two have been, in my opinion, that nurses have a view that there's a problem and it needs to be fixed. Sometimes it is right in front of your face. Social workers take a bigger look at the issues and problems. And I think social workers are more introspective and want to create an environment, which

takes much longer, where people can really do their best. So it is not so much about fixing problems but about developing a culture.

Participant 14 responded: No, I don't. I think that when you look at the social work code of ethics, when you look at the code of ethics it is one that really applies to anyone, and it important to have. So it spreads across disciplines and can be the same if you are a military leader, a corporate leader, a school principal, or a social work worker leading a social work organization. It makes sure that you are respecting the rights of others, adhering to a code of ethics that basically says quality about everything, that kind of thing. So I do not think it has to only have meaning to the social work profession.

Participant 15 responded: Yes, I think it is very different than corporate America, or sales, or even health care. I think our values are different and we have less of a for-profit approach. I also think social workers bring more of a caring fashion and ability to identity needs…our values are special.

Participant 16 responded: I would say that it probably differs a little bit but not that much. I think other disciplines may not always see the external needs. I think every discipline has to organize staff and resources to accomplish the job, leadership is part of that. One more thing about leadership is that you have to have deep knowledge about what you are doing. You cannot walk into a social work organization as an attorney and expect to run it in an effective manner. In other disciplines everyone has to organize staff and resources to produce the product. Externally, I think other disciplines are less likely to be less concerned with the advocacy and policy issues and the social and economic issues that social workers are constantly concerned with. It is kind of like for non-human service related issues about marketing. How they market and get people interested in

buying it and supporting them. That is their concern, ours is much more of the advocacy and awareness side of it.

Participant 17 responded: The other thing that distinguishes it, other than the values piece, is the knowledge of how it pertains to public policy. One of the things that I am disappointed in, and I had a first rate graduate education, is that the new social work people that we hire really don't have public policy coursework. They really do not understand anything about the New Deal. They don't understand about the major changes made in the 60s. They really don't study that, or they have forgotten that, one or the other. Sound knowledge of public policy, the impact of policy, and how to influence public policy is very important. For example, I have done guest columns for the paper, things for the editorial board on what I consider to be the horrible public policy in the last couple of years to run Medicaid community mental health services through Medicaid HMO's that turn around and make huge profits. And in a state that is 48th or 49th lowest per capital funded in mental health programs are draining the system with profits.

Participant 18 responded: I don't think it should be. There is a perception that we have to treat people like clients. I look at it and have always felt that we should be looking at things with a systems-base, looking at interactions, and how things function and flow. Looking at it that way it works for any organization. I work with a lot of organizations as a consultant and I like that and there are principles that make organizations function and they are just as applicable in social work as they are in other organizations.

Participant 19 responded: It is a little bit different with a good and bad to it. It is different in how social workers and nonprofits define leadership different than the

corporate sector. It is more collaborative and appreciative of the process and not necessarily the outcome all of the time. I think that there is a lot of benefit in that. It is a lot of what I use as well. That is also the way communities work, driven by process. On the same token, that is where nonprofits often fall off a little bit when we are more driven by process and do not focus on results. I think we can have a collaborative process and a collaborative spirit that speaks to passion and collaborative ideals that can produce results. I think you find this to be a little different from the corporate sector.

Participant 20 responded: It shouldn't because I truly believe that we have evolved to a point where leadership and the kinds of characteristics that are required cross all organizations and agencies. It is unfortunate that the corporate world does not agree with that.

Q3. Who do you identify as the most important leaders in the social work profession from the past? (Please list three individuals.)

Participant 1 responded: first supervisor in first job, professor in graduate school, another supervisor

Participant 2 responded: Don Dixon (when running DCF a long time ago), Mark Engelhardt (DCF)

Participant 3 responded: Jane Addams, Helen Harris Pearlman (a professor I personally saw as very valuable)

Participant 4 responded: Mary Jo Monahan, Dr.'s Strozier (grassroots leadership of Kinship Care) and Smith, a social worker at hospice who led me to the field of social work when I was studying psychology

Participant 5 responded: Not a lot of really good role models in terms of leadership, history of individual people who more are social movement people, opposed to clinicians. Edith Abbott.

Participant 6 responded: Mary Jo Monahan, my first supervisor at Northside Mental Health Center – additionally, non-social worker Sharon Shindler Rising – Centering Pregnancy (facilitative leadership style)

Participant 7 responded: Ruth Smalley, Jane Addams, Dorthea Dix, NASW, Leon Ginsberg - women

Participant 8 responded: Jane Addams, Dad (community organizer), and Doretha Dix

Participant 9 responded: Jane Addams, field work instructors, Nancy Humphries (NASW)

Participant 10 responded: Dorthea Dix, Bud Bell (FSU field placement, lobbyist, mentor)

Participant 11 responded: None noted

Participant 12 responded: Chauncy Alexander (NASW), Mrs. Schwartz (first practice supervisor in Florida), Ethel Gilman (NASW Florida Chapter)

Participant 13 responded: Eleanor Roosevelt (not a social worker by education but understood standing in integrity and the long view of bringing out the best in people and someone I greatly admire), hospice social worker leadership (nationally) with NHPCO (National Hospice and Palliative Care Organization)

Participant 14 responded: Jane Addams, Salvador Minuchin (non-social worker) is my clinical hero. Jane Addams put the concept to work and Salvador Minuchin taught about the engagement of people.

Participant 15 responded: I never wanted to go into management, I was mentored into it. So I always think of some of the first and historical clinicians such as Virginia Satire, founders of social work, clinicians in the field. The first person that I actually knew and think about as a leader was a teacher who introduced play therapy to me.

Participant 16 responded: Jane Addams, the people (don't know their names) who started ACORN (community action and community development group), Lyndon Johnson (Great Society movement), and FDR (New Deal). I have a really strong belief that social work isn't about getting into clinical practice. That whole clinical movement is not what I see as social work as those who want to be therapists should go study psychology. Social workers are about helping people manage and survive and being successful in the environment the best that they can.

Participant 17 responded: I do not spend much time in the social work literature. I spend more time in the business literature. So I consider non-social workers such as Drucker and Collins. Each in my education I had tremendous public policy teachers - Fox and Piven who wrote *Regulating the Poor*.

Participant 18 responded: Some non-social workers – my board members, Luanne Panacek, Pat Bean

Participant 19 responded: My background is a little different being more macro focused. I did not have many social work supervisors or mentors. I do think of a past

professor who was working on a lot of grassroots efforts, producing community change. Jane Addams focused on community and systems.

Participant 20 responded: Gary Lloyd, Diane Bernard (CSWE leaders and mentors)

Q4. Who do you identify as the leaders in the social work profession today? (Please list three individuals.)

Participant 1 responded: Paul D'Agostino, Mary Jo Monahan

Participant 2 responded: Don Dixon (mentor)

Participant 3 responded: Leaders in my area - Jim Gleason (leader in kinship care, social work professor at Jane Addams School of Social Work in Chicago), LaLa Straussburg (leader in the addictions field in social work).

Participant 4 responded: The vice presidents of programs that are MSW's

Participant 5 responded: Charles Curry (NIH), Keith Leiderman

Participant 6 responded: NASW leadership

Participant 7 responded: Betsy Clark (NASW), I am, Barbara Mukowski (senator), Ann Hartman

Participant 8 responded: Jim Akin (NASW local president), Paul D'Agostino and Mary Jo Monahan (licensure champions), those in the field bringing validity and respect to the profession.

Participant 9 responded: Leadership comes from universities and professional organizations, Barbara Mukowski (senator)

Participant 10 responded: very limited in terms of social worker leaders in the field (mental health) due to the trade off with business, issues with professional identity (community perspective is not that of those with advanced degrees and positions)

Participant 11 responded: Mary Jo Monahan, and non-social worker Luanne Panacek – committed to improving systems, good at looking at the big picture

Participant 12 responded: Betsy Clark (NASW), Yvonne Chase (practitioner and NASW in Alaska), Jean Amuso (former USF School of Social Work)

Participant 13 responded: Social workers who run for office

Participant 14 responded: I don't know if I do. I am not sure that I do identify social work leaders today. But I do know this, many leaders important social work organizations today may be run by social workers. I see it tied a lot to degree and I think the degree provides incredible flexible among many other domains. I think it has value and power.

Participant 15 responded: I think every community has a different leader. Of course there are local universities where it all starts but every community has its own organizations. I am not really a name thrower so I would have to say that in every community it is different. That is a hard one.

Participant 16 responded: As individuals it is hard to think of some but with groups the CWLA (Child Welfare League of America) is a leader. The women that runs the Children's Defense Fund, Marian Wright Edelman. It is kind of hard because there is no glamour in being a social work leaders so I also think people who are writing, people that I come across right now – writing and research on child welfare, Charlotte

McCollough. I would also say the leaders of the Anne Casey Foundation and Pew Foundation, more of an agency group base.

Participant 17 responded: No idea

Participant 18 responded: Luanne Panacek (non-social worker), Marsh Lewis Brown (Northside). I see more systems maintenance than vision and leadership right now.

Participant 19 responded: Paul D'Agostino. I don't think that a lot of leaders identity themselves as social workers. I don't always identify myself as a social worker because I don't want to be pigeon-holed.

Participant 20 responded: Mainly in the educational realm, since the professional groups have become so splintered - Ellen Gambrel, Dennis Selaby (Kentucky University – strengths perspective), wife - Ann Wyke (overturning medical model), many are in academia, there is something wrong with that. They should be in the practice realm and policy and advocacy realm.

Q5. In your opinion, do you believe leadership roles in the social work profession have changed over the past century? If so, how?

Participant 1 responded: Yes, the original roles were the hands on people (Dorothea Dix, etc.). The formal education has progressed. The focus is more on the big picture of society rather than specific family dynamics. I would think that there would be broader academic roles than years ago.

Participant 2 responded: I believe as nonprofits are really taking their place in society we're seeing nonprofits beginning to compete with for-profit businesses. I think that the concept of the social enterprise and the social entrepreneur is placing that social

work professional in a completely different realm. I also think that from a political perspective that social work has done a lot and has a lot of potential, there is a lot of what I call the soft skills that social workers are masters at that a lot of other people don't get. It has been interesting just in going through this MBA program seeing how many of the others in the class have not mastered those skills. They may be able to balanced the books, be able to do all of the paperwork processes but when it comes to the relationship, being able to manage people, to again be able to start with the dignity and value of each individual. I see social workers being able to have a leg up. From my perspective if social work could do anything, it would better train people, especially non-clinicians who want to go into that administrative track, it would do a better job preparing social workers. I still believe that there is no better degree than the MSW because I believe it sets you up to do whatever you want. You get so much exposure to the grayness of life that you miss, I think, in so many other places. In my career that was the biggest piece, that realizing that nothing is black or white, there is nothing called good or bad; different shades of gray are with people. If you can go from the perspective that folks are tying the very best they can and that 9 times out of 10 and even that 10th time there is a reason for that. And if you can start from that perspective and you can move mountains. I think from a leadership perspective that is what social work brings to the table.

Participant 3 responded: Yes, I think the leaders in the past were paving the way and really creating social work as a profession and creating social work programs (settlement houses) and establishing that we had an obligation to care for the poor. Today our leaders are guiding us more towards professionalization and helping the world learn

that social workers are true professionals and are very important in leadership positions in the world.

Participant 4 responded: Yes, we are not all counselors anymore; we are not all friendly visitors anymore. And in my own history they were not manager as much as now and running agencies like a business. So an MSW coming out of school now who wants to do something besides counseling, and maybe those who want to do counseling, need to have a business sense to grow within an agency or they will be stuck at the friendly visitor stage, at the level of grassroots. If they don't have some business sense or can't come to some business sense then they will stay there. But I have seen has evolved so much in my years in the agency.

Participant 5 responded: Yes, I think that they have changed in many ways. First, social work as a field has lost a lot of credibility, compared to nursing for example. Nursing has defined themselves and the roles. In some ways social workers, even the term is confusing. We have tried many things with licensure, etc. but have not been effective, some of that has to be resolved. I am not sure that is so much important to social work leaders. Social work in some ways moved from being totally clinical to having a level of community organization and then trying to find their way in terms of populations to serve. It is not different than just a pure clinical program. What made a difference was an introduction to learning theory and short-term treatment and saying no, people have x amount of time, and need to invest in demonstrable change. That in itself helps people break down tasks as an administrator.

Participant 6 responded: My guess would be that they have expanded, grown and progressed and expanded into other disciplines and other related professions and roles.

Participant 7 responded: I think we have moved more into the micro level more than the macro level in the past century and we're moving back into a combination of the two. So the social work leader has to have both experiences to have credibility. So you have to have and know the individual and family focus but also the agency and community focus. I think there is an appreciation coming back to that. This morning I read an article about Barak Obama and it was about the return to a sense of hope. I was conditioned to be a leader in social work…you joined NASW, you volunteered for open leadership positions, you spoke up, etc. There was truly an emphasis on that within two years of graduating you are going to be a supervisor within an agency, an influencer, etc.

Participant 8 responded: I think we've narrowed our focus to a more micro level perspective and in many cases have given up our original ideology of social justice which is really where our profession was born. I think that's were the big changes occur, on the macro level. And when we start to get into the mezzo and micro level then our impact is not as great and as strong. It is important but it is not going to make the impact that a larger level of thinking gives us. I also think that our need for credibility has changed, that it is not enough to be out there in the community doing the work. We also need a level of professionalism, a level of education, some mechanisms in place such as licensure, etc. to protect the public that we work with. And I think that has been a really good change for social work, otherwise we are carrying baskets of fruit and trying to change the way people live. So having an organized structure for the profession and having a profession versus a job or a role is very different today.

Participant 9 responded: Yes, came from a very social welfare emphasis and haven't lost those roots but I think we have as a profession become more mental health

oriented and have done more in being influential in organizations. This department was here well before me but there is value placed on the profession and not sure that has always been the case.

Participant 10 responded: I think in many ways we were all thought of as running small agencies and we were limited in the kinds of things we were either interested in doing or were competent in doing. In some ways that has changed, although most of the folks that are in social work tend to be middle managers and less likely to be in the highest positions. As I said before, a lot of mental health organizations were run by social workers now there are a lot of folks with MBA's so it really has been watered down, and from my perspective, the opportunities are more competitive now than before in nonprofit fields for social workers.

Participant 11 responded: I don't know about the last century but over the last 20-40 years it seems that leadership seems to be en vogue, less en vogue, and now maybe more again.

Participant 12 responded: I think they have changed in the sense that they are more public. As the profession grows and becomes more recognized and more accepted as having a skill set and body of expertise, body of research has changed leadership role. As we shifted from the bleeding hearts and the charity worker the emphasis has changed as has the need for leadership. That brings with it the need for social worker leaders to interact more with other leaders in different sectors of industry. We are no longer mom and pop and I think the same is with our agencies. It used to be that social work agencies would be mom and pop, would be more frugal, subservient, supplement. And that is no longer true. The expectation is now that you will be professional, that you look

professional, that you be effective, that you be able to interact with other disciplines. We are not as cocooned anymore, no longer as ancillary, as in the mental health field, and in the business community. I think it carries more responsibility in providing leadership and being able to represent the profession, professionally. There is a higher standard of leadership. There is also a great opportunity when being recognized as a community leader as opposed to just a social work leader. That is important to our work and carries more responsibility to working with the community in general.

Participant 13 responded: Yes, social workers were mostly women who worked in the alms houses and took care of kids and worked in state agencies giving services to the poor and disenfranchised. I think that we have moved from, what I see in the world that I live in, stepped up to the plate and moved up to a more active participant in leadership and policy making and community development. Also we are learning how to be more competitive.

Participant 14 responded: I think leaderships in this sense have changed. Social work started out as sort of as community-based, community organizing, self-sufficiency model. Then we went though a period of a focus on 'I just want to be a clinician". Personally, I made the decision that I was never going to pursue licensure because I didn't wanted to be a clinician. I did not see that to be the central role of a social worker. I don't put people down who want to be a clinician but I never wanted to be a clinician, I wanted to be a social worker. What I think is happening is that the trend is starting to drift back to our roots. Social work is really about helping create conditions in communities that help people and aiding people in achieving self-sufficiency and their own goals, whether it is personal, political, economic, health, etc. I do see that shift starting to

happen and I do think that is the change in the field over the last 15-20 years for me. And I am happy to see it. I had a student call me up, I teach a policy course, and say she wanted to purse a policy track. And I said really? And she said yes, because of your course. She was interested in clinical but wanted to learn more policy. Unfortunately, she has to go off to another university to pursue that since we only have a clinical program.

Participant 15 responded: Yes, definitely. I think we are more organized, more structured. We used to only have a generalist approach, grass-roots. Now we are clinical. Social workers were not clinical before. So we have emerged with that and even merged with the psychology and sociology fields. And that is a good thing because we have also brought our own values and enhanced those areas. Financially I think HMO's have really changed our field, just in the last 20 years. So we have had to work faster with less money, really. But as a profession I think we have evolved and are more sophisticated now, we have values and ethics, we are licensed, accredited and have structure.

Participant 16 responded: I think the roles have changed because there has been such as emphasis on clinical work that it has been a distraction to what I call social work. We have been infiltrated and upstaged because there are not enough social workers to take on leadership roles. One of my biggest things was the welfare reform piece. The social work profession should have been all over it, and leading it, or doing something about it and we're not. Health care, indigent health care, and health care coverage…social work doesn't even have a voice there as far as I know. They are missing the boat. I think social work was involved in the child welfare reform but as for the economic services they are out of it, not involved in that. So I think the leadership has changed and so we have business people, lawyers, and people without social work degrees providing

leadership in agencies that are supposed to be doing social services. We are not training people in social work to be leaders and organizers, problem solvers, don't get me started about that.

Participant 17 responded: When I think of changes in the last century I think of the Family Services Movement, the major changes of the New Deal, all of the major social changes in the 60's. But I wouldn't be able to tell you, I respect what you are trying to do with this…but, I am not a member of the NASW because I do not identify myself that specifically as a social worker. I identify myself as a nonprofit CEO who is very value driven. I don't recall the last time I read a book that was written by a social worker.

Participant 18 responded: I can't talk about the past century (I am not that old) but I think it has changed radically in the last 10 years. The combination of government, public funding, a lack of folks in the financial development field, and a big lack of board leadership (not willing to do what needs to be done). Boards are not quasi-public now. The concept of being a board member has changed, not the same passion, not the same commitment. The community has changed, too. It has changed in terms of a lack in home grown leadership. The nature of the public and private sector is big, impersonal, and short-term. You don't get the same kind of commitment. The old, conservative Florida did not throw money at programs but in turn were committed to taking care of needs.

Participant 19 responded: Yes, social workers are working in all kinds of different fields. The university that I graduated sends out a newsletter to alumni that shows where graduates are working and it is very diverse. One article specifically talked about social workers in all different fields, social workers in the military, social workers in policy, or

social workers in other fields that you wouldn't necessarily think, social workers as lawyers, in business, some in practice and so on. So I think the whole role has changed and broadened. The skills and background can be applied in many settings. Maybe that is why it is hard to identify them as leaders. The role has broadened but the community view has not and I think that is an important piece. I think a lot of education needs to be going on to make sure that people know that social workers are not just therapists, not just child abuse workers that take kids out of the home. They are all over, running organizations, running hospitals, etc. I think the shift of the nonprofit sector and social workers is more like what is going on the in for-profit and corporate sector. Nonprofits are forced to be more business savvy; more business oriented and takes on some of the good principles that the corporate sector does have. I graduated from a macro program and wonder if social work programs around the country are incorporating more business practices.

Participant 20 responded: Yes, I think the problem is that social work sold out in the 1950's, sold out to the psychoanalytic model. Social workers wanted to be clinicians, private practitioners, as a way to achieve professional status and it has not worked. We need to get beyond that model, the remnants of that still influences.

Q6. What do you believe are essential leadership skills for social workers for the 21st century? (Please list no more than three.)

Participant 1 responded: To be able to work with groups, all kinds of groups and at all levels. Able to educate others, not specifically in the field but in the broader community about family issues, interpersonal issues. I think another one would be how to pay for it, funding issues.

Participant 2 responded: We have got to do a better job at teaching people how to run a business, even if you are going to hang a shingle and go into private practice, you have got to know the fundamentals of business. You have got to know about management. You have to understand about finance and accounting. You've got to understand marketing, marketing is your business, and we miss that. We think marketing is a brochure and miss the other pieces. Yes you have to have the clinical pieces, no question, absolutely. But at the end of the day LCSW's should not be the end all, be all, of your social work career, either. With that, we need to have other tracks that are respected. That LCSW, from my perspective, that really opens the doors and allows you to move forward, but there's got to be more than just being a clinician.

Participant 3 responded: I think confidence in the belief that we are a profession/professional and we are sufficient and also interdependent. What I mean is that there are professions like psychology that makes its contribution but it is essential that we more that and can convey that and understand the role for social work. We have to be more globally interconnected – we always had a commitment to cultural diversity and to appreciating different cultures and different ethnicities but are broader now and we need to educate ourselves and spread our program and work together for the betterment of people globally.

Participant 4 responded: I like that leaderships part because I don't believe that in my own education there was enough of that and that there was enough training on leadership. I believe that social workers are basically born and then seek training because they have the heart of a social worker that always looks to social justice, always looks to see how people function with that system, and looking outside of that system. And I think

that is also part of leadership, too, as you look at your system being it your agency or your community, that you are seeing that you have the right people where you need them and they are interacting in the ways that can most effect your agency in a good way. And if you don't have that view, you cannot bring to the table what you need for your agency. We must have the business skill set.

Participant 5 responded: A lot of flexibility in terms of being able to respond to different needs. I am on the board for my social work school now and it is very interesting to me how thing shave evolved with a lot of other social workers going into different areas, EAP, working the mayor office, fund-raising, etc., lots of different career paths. My graduate school has paid a lot of attention to administrative tracks and trying to introduce administrative skills.

Participant 6 responded: Advocacy, same kind of skills that you advocate for your individual clients would be at the top of the list. I also think this is the difference between social work and other disciplines is that the client right to self-determination plays a role, not imposing your will if you are in a leadership role, a more facilitative style of leadership is needed. Collaboration of what your vision is as a leader and that of the larger group. Bottom-up versus top down, using active listening skills, communication skills to determine what fits in the larger system.

Participant 7 responded: Operate in an ethical manner at all times, being an example for others in terms of doing great things, being extremely strategic in thinking about our impact and what is needed for social services and children because we are under attack. We have to be articulate and in order to be articulate you have to do your research and know what the issues are. I think you have to be compassionate and verbal

in that compassion (public). I am very aware of other CEO's that stay silent on certain issues and do not speak out. You have to advocate for your agency but also your mission for people in our society.

Participant 8 responded: The ability to advocate on a macro level as well as the ability to integrate that into the mezzo and the micro level. The ability to make yourself heard, the ability to be diplomatic and tactful and make hard asks in support of or in defense of people whose voices are not heard. Knowledge of the community and the structure of the community, be it your community or be it the national level. I think this is an important piece at many levels, your neighborhood, your community, the political climate, the government structure, bringing in and being able to develop relationships at all those levels, whether it is funding an organization or changing a policy or a law or speaking for someone whose voice isn't being heard. I think another important piece is being able to negotiate and being flexible and to give up what you know so that you can be open to what you don't know and to learning. I think those are really important qualities to being a successful leader and in probably a lot more than social work. Also an ability to be an egalitarian leader because I think that is very important that we are not authoritative or authoritarian, but that we listen to what people are saying and what their needs are again, whether it is a big picture or a little picture, open to hearing and working with people on an even playing field.

Participant 9 responded: Social workers need to be social workers, identity and degree is important. Leaders need to abide by the values of the profession; demonstrate skills and competency of those they are leading. You cannot have a leader who thinks he is a leader without having done the job. Communication is critical.

Participant 10 responded: I think one of the real critical things is to be able to know and understand policy, the ability to do strategic planning, and to assess the community needs.

Participant 11 responded: Listening, ability to see the big picture and identify where there can be change, and then the ability to make the change (and the guts to make the change).

Participant 12 responded: Commitment to the social work profession and an ability to articulate the values in a more objective way –defining and quantifying what we do (that is the skill). Sometimes we hear that you are no longer a therapist or a clinician when you are a leader. But more we are hearing about emotional I.Q. in a lot of areas in the non social work and for profit world of leadership. But we need to recognizing people's needs and respond to people's needs and I think that is an important skill; therefore, while you are not in therapy or providing therapy you are using those clinical skills in a different way…ability to look at what people need, and ability to determine what approach to take with people, I don't know if you want to call it manipulation but that is what it is (in a good way, as influence, within the parameters of ethical practice to determine the drivers and motivators of people). To respect other disciplines and orientations and where they are coming from. I think leadership comes from doing and if you do it right someday someone refers to you as a leader. I also think the ability to see the long term (tenacity and consistency). Leadership doesn't come over night, change doesn't come over night. It is the long range we are looking at.

Participant 13 responded: Critical thinking is important. Social workers try to look at a whole systems view of what it is that we are involved with. Certainly data gathering

and talking to people and active listening is important. Social workers are going to be more involved in leading organizations, for profits and nonprofits, and I learned this on the job, the fiduciary responsibilities of an organization. Strategic planning is important. Reading is very important because you have to almost intuit where your business is heading in t he future and what are the barriers and pitfalls you are going to be faced with. For example, in hospice we are going to be ratcheting down reimbursements from Medicare so we are going to have to look at what we are and are not being paid for and figure out ways to offset that with perhaps services we can charge for and not expect to receive funding from the government.

Participant 14 responded: I the traditional leadership skills that we have talked about, truly understanding vision and how to motivate people. I also think that you have to have technological savvy, you just have to. And the thing that is probably my special pet peeve about social work is that we don't teach social workers about money. We don't teach social workers how to understand it, how to use it, develop budgets, really understand how federal funding sources work, how state funding sources work in relationship to federal funding and private. And more than anything I think that if you don't understand money you cannot maximize your efforts. Now thinking back in terms of how I learned about money, it was only because I had an interest. No one ever said to me, you are a social worker and you need to understand this, more about being passionate about helping other people.

Participant 15 responded: Fiscal responsibility, to be able to manage your budget and finances to meet client needs. I think also flexibility, in the sense that I have had to lay off staff and have had to shift staff into other programs. I have had to jump into

programs and instruct staff on how to manage shorter and quicker, just my whole position has changed. I also really think compassion. If you don't have that I don't really think you can be in any position in our field. You have to have a feel for the work, passion, and desire.

Participant 16 responded: To be a leader in this business I think you have to understand outcomes, not just process. I think social workers historically, I would not say this about Jane Addams, have focused on the process and not the results. Our job is not to stay with the family forever. Our job is to get them right and let them move on, or to get them find a way to function in whatever unique fashion that is, not a fixed fashion how they function in the community or environment. But we do not focus on the outcomes. We have to understand that there is an end to this. The family has to move on without you and you want to get there as quickly as possible. I think the leader also has to understand economics of getting that worked out, from budgeting to the utilization of resources and the collection of that. They just have to understand the economics. If there is an economic thing we like to just say this is the right thing to do and we should be able to do it. You have to be able to work in the economics that surround that issue. I guess the third piece to me is that you have to have compassion for the work. You can't be leader in this field unless it is real. It is not a bank trying to make a profit. You've got to have real compassion for the work and you have to really want to make things better.

Participant 17 responded: To some degree leadership skills vary with position. For example, two of my managers are clinicians but they understand management, values, and funding. The money is a means to an end. Corporate/management and business skills in terms of management and reading financials, budgets, and making decisions based

upon financials. Drucker wrote that nonprofits don't objectively evaluate their effectiveness and don't actively divest things that there is no longer a market for. You have to be able to do that. We have things that we stop doing. We focus on needs assessment and accreditation. Values are really important. I have told my board that when I am no longer CEO of this organization one of the most difficult things to assess in my successor is cultural continuity, not financial continuity or financial health, but cultural, values continuity, creating a culture that allows you to be the employer of choice among people who do not make a lot of money but choose to be here. The third is policy or community needs assessment capability. You have to be able to remind yourself of how you must operate within the current funding and public policy environments. I tell my staff that our job is to succeed in any environment. The people who need us, need us irregardless of the climate.

Participant 18 responded: I think one that is extremely important and that social work lacks is courage, the ability to say no, to stand up to funders, and so on. Gestalt is the ability to see the whole thing, to have vision. Empathy is also important (maybe the different piece in social work). Another quality that is important is to be a developer.

Participant 19 responded: I think one still is very much advocacy – not always in the sense of going to Tallahassee, but in the sense of know who you are, what you are doing, your mission and then voicing the needs and being able to stand on it. Then you have to speak up and advocate about it. I also think we have to tap in the social justice aspects and speak up when systems are not working and there is injustice. Second, the ability to understand and work with systems is important, or even to create new ones. Being able to work within systems and network within systems in another crucial piece.

The third thing is understanding the business aspect of nonprofits, social services, and understand that and develop the skills to operate effectively. It requires not only the skills but also doing it. It is still something that I struggle with, learning about all of the funding and business aspects. In the corporate sector there is a pretty clear ladder and people are okay with that. In the social service system there is no clear ladder, or mentors, or way to learn the skills you have to be savvy and try to learn and get what you need on your own, and to look our for yourself. It is important to understand how the systems work and how to make them work better.

Participant 20 responded: I believe that social work leaders need to start listening to the people they are working with. We have to communicate better. One of my classes gave me a great term... a concrete visionary. They said that it's okay to be a visionary but give us a roadmap of how to get there. If you cannot communicate that you are not effective.

Q7. In your opinion, what is the mission for leaders of the social work profession in the 21st century?

Participant 1 responded: From a big picture perspective to educate and promote individual self-reliance and self-sufficiency and healthy family dynamics. Advocate and educate for services that promote what I said before. Know how to demonstrate effectiveness of programs and approaches and have financially feasible ways to pay for them.

Participant 2 responded: We have to be able to step up to the plate and we have to believe that we're masters program is as competitive as any other masters program and we are not just people who work with the underserved, under privileged, and under

advantaged. Social work has to transcend that in this day and age in order for us as a profession to be more qualified. Unfortunately, social work has become like a catch all phrase for everybody, whether you have a BSW or a BA in communications. If we are really going to legitimize the profession we got to have a lot of voice and do a better job in making the profession more than just serving what we have been serving. If you look at the LMHC's or LFMT's the question is what is the difference between you and them. And today it is hard to say what is the different between us and them. From my perspective we have to step up and be able to do that business piece, so the nonprofits can look at the MSW as the entry point to becoming an executive director.

Participant 3 responded: The mission would be to model our competence – not sure how to say this – model our competence and contributions for social work students and also for social workers in general, for the other staff people to see and also other professionals. The second is this global interconnectedness, to really connect and lead the way in terms of understanding other cultures and linking ourselves together. The third is to really lead the way in terms of evidence-based practice to strongly do research on the effectiveness of our programs and base practices on it.

Participant 4 responded: Continue to promote the values of the NASW and also to make our profession to stand alone, not be mixed in with the sociologists and psychologists, etc. Become distinguished us as we get licensed, as we get parameters, and bars that we have to reach. Continue to grow in those roles and continue to challenge ourselves for further degrees.

Participant 5 responded: Really just maintaining advocacy base as times get tighter it is very easy to lose social programming – fighting for parity. Social workers

need to define various areas where they are seen as the prime person to turn to. Another huge area for social workers is development in gerontology. There are all sorts of places to redefine ourselves.

Participant 6 responded: I think we have to maintain our identity as social workers. I know there have been some groups that have worked on limiting the use of the title to those who have social work education and I would be supportive of efforts of like that, but it is also maintaining the image and integrity of it. If you are a social worker that does come with a set of values and ethics that should follow you throughout your career whether you are in a clinical position, or a more generalist position, or a leadership position.

Participant 7 responded: To ensure social justice in our communities for all. We have to bring equity into our economic systems, I was going to say end poverty, but that can happen with economic equity. And maintain a focus on helping vulnerable populations be less vulnerable through self-sufficiency. But if we don't watch out for the vulnerable no one else is going to, that's our mission.

Participant 8 responded: Continue to support social justice, and to come back to some of the original principles and ideology that we held very dear in the 1800s. It is important that we have a responsibility to educate not only about, but I think this is a piece of it, the public about what it is that social workers do because I think there is a lot of misconception about who are we and who is a social worker and who is not a social worker. We need to give some clarity to that and make sure that those who are calling themselves social workers are operating within a framework that is supported and organized and defined by a body near an dear to the profession such as NASW. I think to

keep fighting for social justice and to kick it up a notch and encapsulate what we do, and that is not about fighting for title protection, that is about making sure that the public is not harmed. And when somebody advertises themselves as a social worker what does that mean and how it is defined. We also need to keep fighting for social justice on a macro level.

Participant 9 responded: Continue to articulate the meaning and impact of social work services

Participant 10 responded: I don't think we are being prepared via education to become true leaders in the field of social work. We continue to be prepared to be clinicians and helping professionals, but again are supporting roles. How many social workers do we see becoming hospital administrators, or clinicians becoming executive directors? We are still in positions limited in both perception and actuality.

Participant 11 responded: Help people see how they (people) in general really want to make things better. Social workers of course want to make things better but I don't think that others do so it is helping them to see that and then empowering them to do it, most particularly leaders in different disciplines.

Participant 12 responded: Promotion of the profession through professional, ethical, knowledgeable practice. Whether that be on a micro or macro issue or whatever field of practice you have. Promotion not just within the profession itself but within the community, nonprofit and for profit community.

Participant 13 responded: What I try to do leadership in the Tao tradition. It is really about empowering people in my opinion. And to do that what we know clinically is very important but what we know as people is just as important. I think a leader really

needs to be the kind of person that can nurture and develop and again create an environment where people are not afraid to step up, to make mistakes, to learn from them, to grow. Because a leader is only there for awhile so you really have to let the folks in the organization grow and succeed. You have to develop bench strength. One of the best leaders is one who understands the importance of management and leadership training on a consistent and ongoing basis with the people who really run the organization, those with the boots on the ground.

Participant 14 responded: To teach all those things that we have taught and to teach about money. I think, too, that we need to emphasize more around the policy issues and how to understand it, how to manipulate it, how to develop it. That is the challenge of social work while maintaining the focus on helping people. Probably we also need to focus on multiple systems and multiple theories at underpin our work – ecological, family systems, but also economics, etc.

Participant 15 responded: Advocating for longer and more appropriate services for our clients. I hate to see such as quick fix approach. That is the biggest challenge, I think. It affects us financially. It affects morale. It affects everything, those HMO's. I think I want to go back to the where we were with longer services and flexibility in treatment. My students don't even know life before HMO's and they think the quick fix is okay and the way it is.

Participant 16 responded: The mission is to make things better, whatever that takes.

Participant 17 responded: The primary mission of social work leaders is to alter the pendulum of public policy. To objectively demonstrate that many of the things that

are not being funded cost society more by not funding them and also are inhumane. This society does not care about its disadvantaged members. In the past it has been a great society so I think that influencing public policy is the most important thing. And it has to be done with facts, not heartstrings. It has to be done with research.

Participant 18 responded: Charting through difficult waters…always trying to maintain the mission, values, tradition, history, and vision. The challenge to start with your history and values, maintain it, adapt to some extent, but never lose the core.

Participant 19 responded: Continue to wear our compassion and ideals on our sleeves, to tout our work and our mission wherever that might be or wherever you are at. At the same time, continue to learn and become business savvy and understand systems and how to make things work. I think those can be blended, there are models out there. Part of our mission is to be out there and to be proud of it and keep doing it.

Participant 20 responded: To get over it…we don't read the environment and the world well. We have to figure out how to sell our message in a world that doesn't want to hear it. And you cannot continue to rely on platitudes. There is nothing saintly about our profession. As a profession we somehow think that our value base is better than everybody else's. We have to be able to understand other value bases and learn how to work with them.

Q8. What content, if any, should programs of social work include in creating a leadership development curriculum for baccalaureate social work students? For master's students? For doctoral students?

Participant 1 responded: All levels – more on how to supervise, not only clinically, knowledge or social systems in communities, how to relate to communities,

and political history (including changes over time), ethics, emphasis on boundaries (appropriate relationships, examples of situations where there is no right answer, discussion of what to do). Masters and doctoral need to know how to be stronger, more in-depth clinically and research education.

Participant 2 responded: I cannot speak to the bachelor's level because I have my bachelor's in psychology. You cannot lose the clinical piece, you cannot lose the internship experience – that is absolutely critical, you have to get out and see the world, so that is essential. Macro classes have to be transformed into business. You can look at macro from how systems work together, how do systems play together, but do you have to spend 16 weeks on that? I think that is a starting point but then you have to be able to talk from a macro perspective about how social work interacts with the economics of society, how does social work interact with the finance of society. I think we have siloed ourselves into believing this is all we need to know. Social work is part of a cog and we have to understand our other partners in order to be able to look at the macro level and be effective. I cannot speak to the doctoral level but believe that getting an MBA has more value for me than a doctorate in social work in terms of my leadership in a nonprofit and I think that says a lot.

Participant 3 responded: Basic, for all – to be good students and really learn social work values, and social work education and have a commitment to social work and also an ability to articulate that for others.
BSW – can be a leader in his or her own bailiwick – here we have a BSW who is in charge of one of our biggest programs. She has grown as a leader, started out just in her job and now supervises and runs the program because of her strong ethical values,

incredibly hard work, and willingness to take the risk of taking on new responsibilities,
and having a vision. What she needed to learn in school really was social work.

MSW – I think they need to learn all of the above but need to be educated about
management skills and macro practice and policy (BSW's really need that, too)
knowledge of organizations, relationships, and some content on being a leader and what
that entails because social workers tend to be very modest people and people who would
rather work in the shadows.

PhD's – Need all of that, but they need a lot more because they are the people who are
going to be in director positions, management, and some practice in visioning the future
and strategic planning, those kinds of things.

Participant 4 responded: We would all do better with more finance for sure
because almost all of us are going to an agency or running a counseling center and need
more budget and finance. I think need more leadership skills because we not just going to
be the happy little do-gooders anymore. That will not be enough. Leadership skills,
management skills, business skills would be so helpful at the master's level as least and
certainly at the doctoral level. We have to face those hard decisions of hiring and firing –
that was missing from my program and would have been so helpful.

Participant 5 responded: They need to understand the politics of social programs.
More curricula are need about how elected officials influence so many different areas.
Also need to address partnerships, shareholders, community infrastructure, etc. It is
important to figure out niches and structures within communities. Need well researched
programs, evidence-based programming so that we can be more data driven.

Participant 6 responded: I think there ought to be public policy and I don't know if this would be more at the masters or bachelor's level, but I think there ought to be more policy courses, advocacy, what are you allowed to do as a social worker, what are you allowed to do as a nonprofit, a for-profit, etc. We need more on organizational systems and how it applies to the agency or groups, as opposed to an individual. How a bill becomes a law, how to advocate with your elected officials is also important. I think we need management skills, supervisory skills, dealing with staff versus clients, what makes an effective supervisor, team leader, leader, how to motivate staff, etc. We have to help students prepare for management positions, even if they want to be clinicians.

Participant 7 responded: I think administration and management, all the stuff we are doing with I-con to tell you the truth, supervision, team building, how to run meetings, strategic thinking. I think we have to keep the policy but make it more relevant in policy classes the way you and I did it. Nonprofit management, more on systems theory and somehow the identity piece of you are a leader, you are not just a clinician. The role has to be much broader.

Participant 8 responded: I think specific training in leadership development. My graduate school did not have any part of the curriculum focused on developing leaders, advocates yes, understanding policy, yes. Being able to write policy and be an integral part of that is missing. I think the other thing that is missing is that we don't teach our social workers to write. We need to write. We need to publish and publish and write and write because that's where we gain credibility for the good work that is done that frequently gets minimized because we are not seen as scientific thinkers. So in a leadership track I think we have to develop good researchers and good writers so that the

good work we are doing becomes more internationally known. And then definitely we need some coursework or internships working with leaders, working with people like you who are working toward doctoral level work in organizational development because I think that is such an important component of successful leadership. It feels like we are floundering without it. I think we need to steer us away from clinical work a little bit. I think we have gotten super focused on turning out clinicians and for good reason, that's what gets reimbursed. Helping to develop those skills but also the skills that you don't have to get paid for. It is also important to help people develop the insight about their leadership skills, what they are good at or what they are not good at, and how does that play out in practice.

Participant 9 responded: I think social work education always needs to include clinical/mental health; micro/macro; community organization; research; group. I think the leadership emphasis comes in policy development information and practice. I don't think you just move into leadership from direct service. I think you need time and experience to do that. I don't necessarily mean that has to be a paid position. It might be in your church, community, leadership experience and it does not have to be within the profession or professional organization.

Participant 10 responded: I think the BSW programs prepare folks to go into entry level positions and that is perfectly okay. What I would like to be able to see, and it is even important for the MSW level training to be focused on direct care or services, but it would be ideal if there could be an expanded program for folks with work experience, who have been in the role of practitioner, and are ready to going into a program with advanced training modules that focus on not clinical skills, but administration. If we are

really going to be futurist thinkers that really is going to be important. I am one of those people who do not support people coming right out of a bachelor's program and going into administration. I believe you really have to have experience in the field to be effective in administration.

Participant 11 responded: I don't really know the answer to that. I do know that I wish I would have been taught more directly how to become a part of the system, how to understand the system. I think there needs to be lots of information about influence and how do you see the big picture. Social workers have to learn how to collaborate and to be able to do that they need to learn more about politics, and not just republicans and democrats but internal workings of politics and how do you survive that.

Participant 12 responded: Not all social work leaders are in administration and I think that is sort of a fallacy in terms of if you want to develop social work leaders you really need to have good administrative skills and I don't necessarily believe that. I think somebody comes into an administrative role that is a place for continuing education, much like in practice. I consider myself a decent administrator, a decent clinician but I worked with children, but if I were to go into another area like eat disorders I would need to go for a lot of continuing education. I would not touch an eating disorder right now. I think that is somewhat the same. I think an important component is a good foundation in social work practice and social work principles. I rather see somebody come out with a solid basis in clinical work that a very generic degree where they dabbled in a little bit of everything. I do think you nee exposure to policy, how policy affects practice, administrative skills because administrative skills also affect practice. We cannot have a class for everything in social work.

Participant 13 responded: I think we ought to really include a financial piece. I know one of the things that I did with my students was to learn how to write grants. That is good. Grant writing is a skill that we need. We need to also to teach them how to develop and manage a budget, organizational and strategic planning. We don't do that. Here is another thing – it is all about change management. I have been in a lot of organizations that do not do change management well. When you don't do change management well people feel angry and frustrated, morale is low. You can have the best benefit package in the world and pay them really well but when you don't manage change well it is very difficult and becomes very personal and scary. Culture change is something I have been working on here and it is very one step at a time, one change at a time, one social worker at a time situation but you really have to talk about those positive things that you do for yourselves. And here is another thing, we don't do self-care well. I think in social work, BSW work and MSW work we need to really have social worker understand that it really is the oxygen mask first to them before it can be about anybody else. I read a poem in my class last night called the journey about saving your own soul. A student asked if we go into social work to really help our selves and this is a great question. I think we go into social work to find meaning and purpose and that's really about us and saving our own souls and the hook is that we think we are there to save other people's souls but that is not how it works. We need to be in tune with our own spirituality is really important as a leader, too, and we really do not teach that.

Participant 14 responded: In my doctoral program there is not emphasis on leadership. We do the traditional social work things at a doctoral level, clearly with an emphasis on research which is important. But I also think that at that level hopefully

producing is something more than academics. Academics are a very noble profession and very noble way to go. But I want social workers not just in academics but I want them in the business world and I want them equipped. Because of that, I keep going back to all of the things I am repeating. We don't talk about how to develop a business plan. We talk about how to do program evaluation but we never talked about a business plan that incorporates sound economics and social work values. That the person is always central and at the core and then you building programs and budgets that serves the person well, but also makes for a financially viable organization. I head up the revenue maximization area here and I want organizations to learn how to make money and build up financial reserves. It is not talked about in any formal training and not encouraged.

Participant 15 responded: That is a good question because I think of the new grads that I hire. They need to know more about finance. They know nothing about budgeting. They need to know the financial constraints because they have these pie in the sky ideas, which are good ideas but then I have to spend a lot of time discussing why we can't do that, why we have to do all of this paperwork, what is going on in the background. So I would like to see more financial emphasis. I don't think they get that and it is important to understand how a budget works and how it drives your services. The fresh grads that I hire and students also don't seem to know anything about going out and lobbying or making change in the community. Do they learn that in policy? I don't think that we are encouraging them to go to Tallahassee, visit their legislators, and push for changes. We really didn't do anything to stop HMO's. They don't know who is involved in NASW. We really need to step-up and empower students and new social workers to advocate.

Participant 16 responded: At bachelor's level I would go back to these things (participant pointed to the response given in question #6 – understand outcomes, understand economics (limitations), and compassion). All about understanding outcomes and how to determine if whatever you are doing is working, how do you make those determinations and then change, change your behavior to get at the outcomes and that evaluation process. So people have got to learn that. It is not just what forms to fill out, how to interview with the client. You teach people see if what they are doing is effective and the how to make changes if it is not and then how to measure that. They also have to understand that economics of this. Because it is the right thing to do does not mean that anyone is going to pay you to do it. It costs money to do it. You have to understand economics. The masters and doctoral level really needs more management type courses, what does it mean to manage staff, what does it mean to manage an organization or project, grant writing, and of course advocacy. That's where you get to the issue of compassion. How do you do advocacy and mean it.

Participant 17 responded: At a BSW level some orientation to how social work is a profession within the context of public policy is a good idea, because at the BSW level people are not all occupied at becoming therapists. Showing them the relevance of that course of study is important. AT the MSW level I think a more in-depth knowledge of public policy is important, some basics on management are a good idea, but I say that with caution because I do not want MSW's to believe that upon graduation they will be qualified to walk into a management position. They will not be qualified to do that, they will be qualified to walk into a line position and do the work so that they can demonstrate their capabilities and potentially be promoted into management. I also think that

coursework in both the BSW and MSW must focus on values clarification, values in leadership, values in management decisions, values in client-by-client decisions. To use an old term, I do not see people being well enough taught in counter transference, recognizing their biases and how they are responding to someone particularly warmly or particularly coldly based upon their own experiences. When you become a clinician you learn the skills to dilute yourself if you do not have clarity in your own mind. It is very important to have that foundation of values. Then the skill is a clinical skill, interviewing skills, intervention skills, that all become very important management skills. I think being a good clinician helps you to be a good CEO. On the PhD level good research capability is very important.

Participant 18 responded: I think you have to combine MSW and business. If you are going to be a leader I don't think the school of social work knows enough about how to lead organizations. A lot of schools now have these kinds of combination degrees. Schools of business have the expertise of how to run an organization. So you need to blend those. I think what helped me the most was a focus on systems…family systems, the environment, to organizational systems. Systems theory helps you to understand people, behavior, and change. You have to be able to understand the whole thing and you have to know yourself and learn flexibility.

Participant 19 responded: I think number one is good cross training and cross experiences. So take your social worker and put them in a business setting or policy setting. I think some of the dual degree programs out there are very good MSW/MBA, also specific training on the 21st workings of organizations. I believe that no matter what social workers want to do, therapy whatever, they need more training on systems, on

advocacy, on community organizing and that kind of thing. Also need something on finance and funding. Even if you don't think that you want to be in management or sit behind a desk that cross training is needed. Flexibility is crucial. I think if they get this training then when someone gets in the field then they have the skills and options to do other things later.

Participant 20 responded: There are two different issues. Leadership is one issue, business skills is a separate issue. Social workers are very ill prepared to deal with the models of human service delivery now and that is one issue but it is a separate issue from leadership. I really think that in many ways social work is very passive in terms of its leadership. There needs to be more of a leadership base, including in clinical practice. Leadership is not a separate entity from clinical practice. We should be leading in developing models of how to work with people. I am not sure that scientific evidence is the only way to demonstrate that we are successful but I am sure that we need to come up with other ways of convincing people that what we do makes a difference.

Q9. How have your leadership practices or philosophy changed as a result of organizational and/or political constraints?

Participant 1 responded: yes, I am more attuned or aware of political impact on the social work environment. It has gone from being a little job to seeing how the trends are happening and wide spread impact. I think you have to have greater circumspect about things that should be or are not the way you want them but to be sensitive to acting in a way that helps you to get what you want as opposed to rebelling. You have to understand that that is the way it is and try to work within those parameters rather than making people mad, don't burn bridges, work within the constraints.

Participant 2 responded: Yes, it has. From my perspective, being an executive director of a small nonprofit because you are everything. I am the accountant, I am the bookkeeper, I am part HR, I am IT. So there are lots of jobs rolled into one. From a leadership perspective it is often times, as I said in the beginning, looking at the whole picture of the agency even, day and day out and being able to direct and manage the resources that you have. It is knowing that some days you are going to get to everything you have and other days you're not. There are some weeks that you are going to work 70 hours. It is just the way it is. So for me, before I took this job leadership was that I would make some decision, have a nice office, make lots of money, people would support me, I would get to synthesize information that others would give me and make a grand decision, yeah, baloney sandwich! It doesn't exist. I am in the trenches and again as a social worker and as a leader I cannot ask anyone to do what I won't do. So some days I am vacuuming and doing dishes. Some days I am meeting with other leaders. It is hard but I love it, I could not go back and be a direct service social worker. I would be too frustrated with the red tape. That is the piece of the leadership I like. I like being able to bust down bureaucracy, being able to take those risks. I like being able to push the system and say this really is not a good idea from a social work and a business perspective. I like being able to do that. Sometimes it works and sometimes it doesn't. You take your corrective actions and you take your licks. And again at the end of the day you have to be as honest and up front about your screw-ups and take ownership of those. And that is another part of leadership; everything that goes wrong I am personally responsible for, everything that goes right is thanks to somebody else. That is the tact I have to take for success of the agency. You cannot do anything without the staff and have to make sure

that praise is there. Another piece for me about leadership is that I recognize my deficits and I can find people who can do it well and bring them in. Put people around you that are strong in other areas. Being so young has also being a challenging piece with employees sometimes 20 years older than me. I still struggle with that and then just have to say that's the way it is.

Participant 3 responded: Interesting… I would say really that my leadership philosophy and practices have grown, improved, and been enhanced. That's because I did not have any additional training while in school so that was really on the job training in terms of leadership. So when I have had organizational restraints I have had to learn how to handle those and have been pushed to grow as a leader. And the same as political because so much of our funding is affected by politics so I've had to learn how to talk to politicians and legislative groups and manage those politics that I didn't know about. Organizational challenges – the school is one restraint although most of it is an enhancement since they provide us space and students. The school is a constraint because there are so many rules about how you do things and I have as a leader learned to be more flexible and I have had fought back many times with some success. I speak my mind very directive. I guess they probably make me more assertive leader, more competent. Also all of these restraints and the difficulties we face make me a role model for my staff and make me envision the future and the politics I have talked about.

Participant 4 responded: I work in an industry that is currently very grant dependent so I have to be political. I have to advocate not only for my client but also for my agency and community. Being an advocate for a small population is one thing, but when you are advocating for a movement then you have to go at a much higher level.

Having some of those skills is innate, I think, and some of it can be taught, probably at the master's level. The organizational constraints are staying on mission and remembering that I need to do what I can do best within my organization and community, in order to keep being funded, in order to continue to do what I do best so that is an organizational constraint. As a social worker at heart, I want to do it all and I can't. A political constraint is that many times our funding is at the mercy of the political climate of the state, the city, the association that we belong to of the united way strategic plans. That is difficult because I cannot make myself like putty and please everyone or fit within strategies.

Participant 5 responded: There are lots of areas where you are very defeated if the climate is bad or programs are pulled. Have to have a sense of your own quality for services. You hit another point where you can't keep contracting for programs that are not being supported. In a way that is against your values. But the constant on the other side is that the best thing about social work leadership is the people you work with, excellent people involved in different areas. To me that is a constant. I have had to move into more understanding of budgets, finance, and unit cost. I had no background in terms of my preparation. You have to be aware of grants development, objectives and goals; strategic planning and logic models. I love change and that helps as well as liking politics. You can respond to different markets in different ways which helps you and your clients to grow. You have to be able to be creative and have vision, cannot be locked into a strategic plan, have to respond to funding mechanisms of your constituency, and review changes to systems to figure out what works and how to deliver. Have to work within

constraints and manage them. Constraints also come in the form of boards, fund raising, organizational structures, and profit versus nonprofit issues.

Participant 6 responded: I think this past year that constraints have helped me to refine my skills. I also make more of a connection back to the values and ethics. I have had to be in a decision making capacity and deal with politics and how to work within the systems. We (statewide association) were so used to being make our own decisions within the association and then politics comes in and leaves you powerless so you have to regroup, strategize, and come up with a new plan.

Participant 7 responded: My leadership practice has changed in that I am tougher, more competitive. I still collaborate with anybody for only for so long, I do look out for the best interest for the people we serve but I am not as nice as I used to be. I am more assertive in terms of positioning myself to be at certain tables. I much more strategic and also I am very supportive of staff but I hold them accountable in a stronger way. We don't coddle anyone and I think as a result I am getting better leadership within my organization. We process less and expect more, not comfort. I am out in public and advocating with elected officials much more and I am on community alliances so I spend much more of my time out than internally that I used to, because I have to and I have good people who take care of the internal. We are still the best prepared in social service professions best prepared to see the bigger picture and have relationships sills as well as the understanding of systems and outcomes. Our profession has the best preparation for leadership and we need to give that message.

Participant 8 responded: I do not do the job of a typical social worker in this environment so I have to be more profit focused. But at the core I feel that what I do as a

director of training helps to shore up what the people who are doing the jobs out there. From that perspective my value are the same. I think training is important. People need to be practicing at their level of competency and if the are not it is a real problem. So I am still creating an environment that creates success that trickles down to populations that are socio-economically disadvantaged. That is a stretch from where I came from, directing psychiatric rehabilitation services and a lot of direct service work with poverty stricken people. In that role it was all the heart and getting the job done and giving away the services. From an administrative perspective that is not possible, you have to get paid, your services have to be reimbursed, otherwise the services go away, and we are left with nothing. So as I transition up the ladder of leadership, if you will, my perspective has significantly changed and I have a greater understanding for and drive to get paid and find creative and innovative ways to fund services so that the people who really need those services have them. That is different than my view as a direct service practitioner. I didn't worry about how it was getting paid for. I have to be concerned about the voracity of my program and the tenacity of my program, outcomes, etc. I am very concerned with ethics and ethical conduct and behavior so I always have my finger on the pulse of what are we doing, is it appropriate, within our area of competence, etc. In terms of training I want to make sure that we are bringing faculty on board that are truly experts not just 'manual zed' trainers so that the content is solid and high level.

Participant 9 responded: You gain awareness of the political and other challenges out there. If you do this job in a cocoon you end up being ineffective and out of a job. I think that the whole awareness in terms of knowledge and use of technology has changed the way that information is gathered and used, meaning that it is quicker. I think also

profound changes just in family structures. We do a lot with families and families have a lot more stressors, poverty and financial are more profound. Looking at families there are a lot of isolation – silos – awareness is not as great as it needs to be. Social work helps systems, small (family) and larger (school systems).

Participant 10 responded: Over the years I have learned a lot. It has been baptism by fire. I learned a tremendous amount about the legislative process mainly by securing funding to build this building. I had no choice because of where the organization was then. It was a good experience for me, a learning experience. I believe that it helped to improve my skills in becoming an effective leader. I have learned how to deal with a board, deal with legislators, and the whole funding process. These are all critical skills that help me to improve. It helps me to look internally and externally, and the big picture. These were probably the most trying times and yet the most valuable. My social work training has helped me in terms of my people skills. I have learned that if you are a social worker you really learn how to interact with people and that are not just clients. My training has helped me to feel for people, watch what they are saying and not saying, to be able to make assessments about the environment and be able to respond. The classroom begins to set the foundation but the person has to have some innate ability to build on in order to be really effective. I feel that as a true leader it is my obligation to help people when you see them having abilities or not have abilities to find their place or strong suits. It is a good thing to be able to help and mentor – this is part of our social work obligation. We have to be aware of the need to prepare for our succession as social work leaders. The next level above supervisory is typically not social workers and we need to change that.

Participant 11 responded: I have had to learn an awful lot about having a boss and how to have influence while still allowing a boss to look good. I guess that means I have to get my own ego out of the way, and how to act ethically within a system that I may not agree with. I remember as a young social worker thinking that it was all about everybody was ethical and bright eyed, and green behind the ear, but not everybody thinks the same way and it is possible to function and thrive and make change even when you are in a system that squelches all of that. First you have to figure out how to do that and not let it squelch you.

Participant 12 responded: I think leadership and everything else is kind of an evolution and you don't necessarily notice it while you are in it, change evolves. I think there have been some changes, in technique with a greater acceptance of the profession and what we do. I think that role of advocacy has changed somewhat to lessen more to a collaborator, colleague, team member. Last week I received a very unexpected award from my Rotary Club and it was for service above and beyond, which I joined for political reasons. It is really made up of downtown business leaders. They gave me an award last week. There is a Fellowship that you can be admitted to and it costs a $1000 to be admitted to. The club itself admitted me to it and paid the $1,000. That pleased me in terms of acceptance. The acceptance of a nonprofit leader by the community, the business community. I think we come away with acceptance that our agencies are businesses, we are nonprofits and we have some constraints, but we are running businesses. I think as that recognition occurs then some leadership changes, too. It is an evolution for the business community to recognition us as businesses and leaders, and not everyone does, but it is also an evolution for us. We have to look at ourselves as such, social workers,

leaders, and businesses and that is okay. We also have practitioners that are leaders and perhaps there is a greater acceptance of that. I think you become more mellow and tolerant and I am not sure if that is an evolution in leadership style or in age. You start seeing the pieces better and can prioritize better. I think another factor that has changed is technology and with that has come a much greater sense of accountability for the outcomes. It is no longer just a feel good world anymore but a 'prove it' world. Communication is also changed; sometimes I curse email, do not email people in the office beside you, and do not reply all.

Participant 13 responded: I don't think it has actually changed because of that. It has changed because of my own spiritual journey actually. So it is more about me and what I am trying to do everyday when I get up and how I am trying to be present in the world with people and that kind of thing. So I don't that whether or not we got budget cuts or not that changed or whether we get a new rule or regulation, that it has had that kind of impact on me. But I think my own journey has changed me more than anything.

Participant 14 responded: I think I have learned that it is no excuses and you figure out a way to work because we have so many roles. I was told that I was such a maverick that I would never really go anywhere because I did believe…if a rule ever speaks to me I am leaving right away. I do think it is personality based and I do come from a perspective that says no excuses and that if I can't figure it out it simply means that I may not have the intellectual capacity, not that the answer is not out there. For me that is challenge. The way that I lead is by example. There is a point when you are earning support you have to be able to do what you are asking people to do. You have to be willing to be in the muck and in the mud with them when you are earning the right to

direct. You say what you can do and then you do what you say. Don't make promises that you can't keep or won't keep. I also think that you have to determine your share of responsibility and figure out solutions. Blaming allows one to exonerate themselves rather than owning and admitting that I was part of the problem. I guess I think those are the qualities that good leaders bring. My father taught me that the essence of brilliance is how people can take a very complex idea and articulate it in very simplistic terms. He used to always that that is brilliance. I have tried to carry that on. It is a challenge to be smarter, better, more efficient, quicker in whatever environment.

Participant 15 responded: Same thing, having to work faster, harder, with less. I don't like it. It is more quantity at times than quality. I have to work harder to maintain the quality and provide a lot of support to my managers. They are all working more hours to get the same results and they are rushing around. I don't think my philosophy has changed but my practices means giving more support to managers because they are more frustrated and that affects morale. I have had to be more hands-on with my managers, not like I wasn't before, but even more now. I don't want them to leave and they are more overwhelmed with the HMO's. Even the juvenile justice world we are still working with HMO's. HMO's are a constraint that changes the way we do business but it is with all of our funders and their constraints drives the practice. Each had their own outcomes and accountability. We also have to respond to community-based care and politics, changes every two years, different roles and expectations. As I said before we have to be flexible. We also have to help others to really need to understand our profession and why we do things, sometimes it is because we have to, not necessarily because we want to.

Participant 16 responded: I can tell you a gazillion things about finance and budgeting that I never thought I would have to learn. The other area is the legislative process and I have done it – take a concept and make it a law. I know how to do that now. I never thought that would be something I would have to learn. Those are two big areas that I have had to learn tremendous amounts. Managing people is the hardest, getting people to do things, not clients, but staff is challenging. The other two areas are where I have learned the most, though.

Participant 17 responded: My practice in terms of leading this environment during such a financially constrained environment. The constraints are in the name of accountability, the requirements for preauthorization for care, the complexity of insurance, the ability to get far away from federal government funding have been huge in terms of altering practice. I haven't changed my approach except that I have the board more informed on policy and procedures and the realities. I stretch the dollar until it screams. We are just trying to do as much as we can with as little as possible. The accountability of the government very heavy handed. We have to be very lean. I am very reluctant to spend and really have to look at the investment.

Participant 18 responded: Organizational yes, you cannot do it by yourself. You have to delegate, build, and develop people. You learn about succession. As you get older you have to think about being able to pass the torch. A lot of it has to do you're your own personal growth. Leadership has to be situational, based on maturity. As organizations mature you have certain kinds of people and to shift. That is a hard learning experience because most of us are comfortable in a certain and not necessarily what the situation calls for. I didn't learn any of this in the school of social work. I learned it in seminars, in

business school, books, etc. We better teach people to be flexible and to think. The greatest social work value really is to know oneself. Many social work leaders today are not strong. They do not have good people around them.

Participant 19 responded: I think that is really about the process. The process is very important but you have to be able to communicate that need, the intent behind the process and the results, have to have an end result. That process is critical but sometimes it doesn't fall within the time frames of the organization or the funder. Sometimes you just cannot move fast enough. Community development doesn't always move that fast. Internally it is about knowing that you are on the right path and balancing that. It is important to consider the big picture and how you fit. The other important aspect is being able to garner resources to support the passion, the vision. It is a continuous challenge to find the resources. You also have to understand the reality of donors, funding, and the political climate. We have seen the shift of having to be more savvy about the business of it. It is different in practice than just hearing about it and understanding it. The management of resources is very important and supervision of staff. Again sometimes it does not come as innately for social workers.

Participant 20 responded: When I started in leadership I thought it was about clinical skills in some way. If you had good clinical skills, good negotiation skills you could be successful. What I have learned is that a pugilistic fighter mentality is more important. What I didn't know what that you cannot afford to go into situations thinking that you are going to come out with a win-win. I really believe that women leaders need how to negotiate the environment better. The white, male models are not going to go

away so we have to figure out how to win in them. Then we can force them to get rid of
the white, male models.