THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK
MSSW Program

SW 539(B) - Leadership Skills and Knowledge for Advanced Social Work Practice
Section 008,   Spring 2018 (2 credit hours)

Instructor:	Dr. S. L. Bowie	**Class Times:**	Wednesday, 3:35-5:30 PM
	Associate Professor	**Location:**	Henson Hall, Room 318
Office:	421 Henson Hall	**Office Hours:**	Monday, 11:30 AM – 12:30 PM
Fax:	(865) 974-3701		Thursday, 10:00 AM -11:00 AM
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Code of Conduct
It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement
An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*).

University Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

Disability
If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the dimensions of diversity are understood as the intersectionality of multiple factors including" age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. "A person's diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim" (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description

This is a required advanced curriculum course. Organizational management knowledge, leadership skills required in development and management of structure, resources, and cultures of human services delivery systems. Administration financial knowledge and skills in budgeting, resource allocation, marketing, and expenditure control. Issues regarding organizational management change in organizations, communities, and national global contexts.

Course Rationale

This advanced course prepares students for assuming leadership roles in human service and social change delivery systems. Social work managers, coordinators, supervisors, and community practitioners need a working knowledge of contemporary management practices and leadership skills. It is critical that leaders in the human services develop an effective style of leadership and acquire the competence and skills necessary to assist in the management of human services and social change organizations.

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate:

1. Articulate principles of organization, administration, and strategic planning and community change tactics that promote social, economic, and environmental justice, combat discrimination and oppression, and increase access to resources. *8.1, 3.1(Content: Social problem identification and problem-solving strategies; Definition and types of planning; Strategic planning and management; Program design and development; Developing action plans. Meeting strategies; Community assessment protocols; Community interface strategies).*

2. Identify sound management practices related to personnel, resource allocation, information technology, community and organizational assessment, and decision-making that are based on scientific analysis, synthesis of empirical data, evaluation

outcomes, and other information. *7.1 (Content: Definitions and functions of management; Management as an evidence-based process; Comparisons of private, non-profit human service organizations and private businesses; Strategies for organizing work activities in organizations; Controlling and influencing staff behavior).*

3. Describe techniques of team-building, collaboration, coordination in organizational and community practice settings, understanding of influences and implications of culture, geography, community, gender, religion, politics, ideology, and other identities and orientations on different world views. 6.1, 2.2 *(Content: Team building; Development of coalitions; Conflict resolution; Task group processes and dynamics; Social work in multi-cultural organizations and communities; Women and other under-represented groups in management; Leadership collaboration in diverse communities).*

4. Demonstrate skills in financial management, resource procurement, expenditure analysis, program design, and marketing for diverse, multi-level client systems, based on practice experience, theory, and research applied using critical thinking skills. *4.1, 4.2, 4.3 (Content: Managing agency budgets and finances; Funding and resources procurement (grant-writing); The imperative of funding source diversification).*

5. Identify theoretical principles of leadership and management, and interdisciplinary teams and define issues, collect data and develop interventions, taking into account different cultural identities and belief systems. 4.1 *(Content: Management theories and their historical origins; Concepts of leadership, organizations, and management; Multi-culturalism and diversity issues in management and program administration; Knowledge and theories of cultures and people of color; Deficit and non-deficit theories/perspectives and implications for macro-practice; Networking; boundary spanning; futuring; task group process and coalition leadership; conflict management; program development; multidisciplinary teamwork).*

6. Articulate core values and ethical standards of the social work profession within diverse management, organizational, and community practice settings by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and additional codes of ethics as appropriate to context. *1.1, 1.4 (Content: NASW and NABSW Code of Ethics; Ethics and values in management and administration; Case studies on ethical dilemmas in leadership; Ethical guidelines for social work managers in organizational settings; The political arena and other environmental influences in leadership).*

7. Assess cultural diversity in organizations and communities, its impact on management, macro-level interventions and resources, and program development. 2.1, *2.2, (Content: Creating and maintaining staff diversity in organizational settings; socio-demographic characteristics, customs and traditions of major ethnic groups in*

the U.S. and abroad; Equal employment opportunity laws and affirmative action; The Americans with Disabilities Act; Ethnic-sensitive social work practice).

8. Analyze the organizational, political, economic and cultural factors that influence stability and change applying self-awareness and self-regulation to manage the influence of personal biases and values. 2.3, 9.3   (Content-Effects of age, race, ethnicity, social and economic class, culture, religion, spirituality, and sexual orientation on service delivery and formulation of ethically sound, empirical, best practice intervention strategies; core components of organizational dynamics and analysis (e.g., culture, structure, power, informal and formal communication, employee relationships and functioning, workplace discrimination, bullying and harassment, assertiveness); assessment and intervention strategies with regard to challenging decision-makers in organizations, communities, and society to be responsive to diverse client needs and assets).

INSTRUCTOR EXPECTATIONS OF ALL STUDENTS:

✓   Demonstrated professional growth and development and maturation in critical thinking capacity as it relates to leadership concepts and issues, social work micro and macro practice, social welfare policy, and current local, national, and international issues;

✓   Demonstrated ability to effectively work in teams to complete a comprehensive community and leadership analysis in a timely manner;

✓   Demonstrated ability to prepare for and actively engage in a challenging public speaking exercise that describes a strategic plan that you developed for a fictional community scenario.

Required Textbook:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Recommended/Supplemental Readings:

Bowie, S. L., & Dopwell, D. M. (2013). Metastressors as barriers to self-sufficiency among TANF-reliant African American and Latina women. *Affilia, 28*(2), 177-193.
Bowie, S. L., Dias-Bowie, Y., Fields, B., & Bryant, S. D. (2009). Intimacy in poverty's midst: Marriage, intimate male relationships, and TANF-reliant African American women. *Families in Society, 90*(3), 1-7.
Bowie, S. L. (2009). Undergraduate social welfare policy debates: An assessment of outcomes using the Policy Debate Rating Scale. *Journal of Baccalaureate Social Work, 14*(1), 63-82.
Bowie, S. L. (2004). Privatized management in urban public housing communities: A comparative analysis of social service availability, utilization, and satisfaction with services. *Social Work, 49*(4), 562-571.

Bowie, S. L. (2004). Navigating the concrete jungle: African American children and adolescents in urban public housing developments. In Dulmus, C. D., & Sowers, K. M. (Eds.), *How institutions are shaping the future of our children: For better or for worse?* New York: Haworth.

Bowie, S. L., Stepick, C.D., & Stepick, A. (2000). Voices from the welfare vortex: A descriptive profile of urban, low-income African American women on the eve of devolution. In L.G. Nackerud, & M. Robinson (Eds.), *Early implications of welfare reform in the southeast* (91-111). Hunting, NY: Nova Science Publishers.

Bowie, S. L., & Stepick, A. (1998). Diversity and division: Ethnicity and the history of Miami. In F.W. Becker, & M.J. Dluhy (Eds.), *Research in urban policy: Solving urban problems in urban areas characterized by fragmentation and divisiveness* (pp. 19-32). Stamford, CT: JAI Press.

Brody, R. (2005). *Effectively managing human service organizations* (3rd ed.). Thousand Oaks, CA: Sage.

Brody, R., & Nair, M. D. (2003). *Macro practice: A generalist approach* (7th ed.). Wheaton, IL: Gregory Publishing.

Brueggemann, W. G. (2013). *The practice of macro social work (*4th ed.). Independence, KY: Cengage Learning.

Ginsberg, L., & Keys, P. R. (Eds.). (1995). *New management in human services* (2nd ed.)*.* Washington, DC: NASW Press.

Kettner, P.M. (2002). *Achieving excellence in the management of human service organizations.* Boston: Allyn and Bacon.

Kettner, P. (2013). Designing and managing programs: An effectiveness-based approach. Thousand Oaks, CA: Sage.

Kirst-Ashman, K. K., & Hull, G. H. (2006). *Generalist practice with organizations and communities* (3rd ed.). Belmont, CA: Brooks/Cole.

Lum, D. (2000). *Social work practice and people of color* (4th ed.). Belmont, CA: Wadsworth.

Manning, S. S. (2003). *Ethical leadership in human services.* Boston: Allyn & Bacon.

Netting, F. E., Kettner, P. M., & McMurtry, S. L., and Thomas, M. L. (2012). *Social work macro practice* (5th ed.). Boston: Pearson.

Perlmutter, F. D., Bailey, D., & Netting, F. E. (2001). *Managing human resources in the human services: Supervisory challenges.* Oxford: Oxford University.

Kouzes, J. M. , & Posner, B. Z. (1995). *The leadership challenge.* San Francisco: Jossey-Bass.

Sowers, K. M., & Rowe, W. S. (2007). *Social work practice and social justice: From local to global perspectives.* Belmont, CA: Brooks/Cole.

Tsui, M. S. (2005). *Social work supervision: Contexts and concepts.* Thousand Oaks, CA: Sage.

Weinbach, R. W., & Taylor, L. M. (2011). *The social worker as manager: A practical guide to success* (6th ed.). Boston, MA: Pearson.

Course Structure and Organization of Learning Modules.

The class will meet once per week for a 2-hour period. Much course content and discussion will be provided through and with interactive lecturettes guided by Power Point class presentations by the instructor. The Power Point slides will include content from the

supplemental readings cited, as well as content from current scholarly literature and research on leadership, leadership issues, and how they relate to the social work profession, and you as future social work professionals. The Power Point slides will be provided to the class electronically. *Students are responsible for knowing the information*.

Course Requirements, Assignments, and Grading:

The final grade in the class will be based upon the following criterion and their corresponding grade percentages:

Event(s)/Assignments(s)	% of Grade	Date/Due
· Leadership Assessment/Analysis Paper	20%	Feb 14
· Examination I	25%	Mar 7
· VCLS Organization Action Plan Development (PPT Doc.)	5%	Mar 23 (Fri)
· VCLS Political Strategy Development (Word Doc.)	5%	Mar 23 (Fri)
· VCLS (Pt .I) Organization Action Plan Presentations	10%	Mar 28, Apr 4, Apr 11,
· VCLS (Pt. II) Trilateral Group Strategic Plan Development	10%	Apr 18
· VCLS (Pt. II, cont.) Trilateral Group Strategic Plan Presentations	10%	Apr 25
• Political Contact Log Submission	5%	May 4
• Exam II (**Integrative Take Home**)	10%	May 7

Total = 100%

Note: **All course assignments indicate course competencies they address as well as specific "Dimensions of Competency" (DOC) they target, i.e. Knowledge (KN), values (VL), Skills (SK), or Cognitive/Affective Processes (CA).**

Leadership Assessment and Analysis (LA/A) Term Paper (20% of final grade)

(Course Competencies #3, #5, and #6)   DOC: KN, VL, CA

Students are responsible for writing and submitting individual term papers for this assignment, which is due on February 14, 2018. The LA/A paper is a critical thinking exercise that integrates leadership concepts and models with student perceptions of leadership reality. Detailed assignment specifications will be provided by the instructor.

The Leadership Assessment and Analysis term paper addresses the following **course competencies:**

Articulate core values and ethical standards of the social work profession within diverse management, organizational, and community practice settings---- Describe techniques of team-building, collaboration, coordination in organizational and community practice settings, and understanding of influences and implications of culture, geography, community, gender, religion, politics, ideology, and other identities and orientations on different world views -----Identify theoretical principles of leadership and management, and interdisciplinary teams and define issues, collect data and develop interventions, taking into account different cultural identities and belief systems

An Important Note on Writing Proficiency in Graduate School:

Graduate level work includes an ability to synthesize one's experience and knowledge into an explanation that illuminates theory and an understanding of the course material. The writing of papers is expected to be organized, succinct in conceptualization and syntax, and grammatically correct. Even if you have spell-check on your computer, it is important that you proofread your work. Your final paper is expected to be well-written and error-free.

The usage of the Publication Manual of the American Psychological Association (APA)(6th ed.) format including the use of headings/subheadings, reference list, and title page is expected to be used as a guide for writing and citing sources. The APA formats will be rigidly evaluated for accuracy, and proper APA style will carry significant weight in the final LA/A term paper grade. Grading criteria for term papers will include, but not be limited to:

- Adherence to assignment specifications;
- Quality and clarity of writing and organization;
- Comprehensiveness;
- Level of analysis and understanding of course content applied;
- The extent to which course concepts, discussion and readings are reflected in the writing; and
- Submission of assignments on the dates specified within the guidelines provided.
- Extent of adherence to APA writing rules.

Students who have writing issues or want to improve their writing should consult the University of Tennessee writing center.

Examinations I and II:

(Course Competencies #1, #2, #3, #4, #5, #7,and #8)   **DOC: KN, VL, CA**

     Examination #1   Examination I will be held on Mar 7 and will represent **25%** of your final grade. Exam I will cover material from class sessions #1-8 (Jan 10 - Feb 26), and will address the following course competencies:

Identify theoretical principles of leadership and management, and interdisciplinary teams and define issues, collect data and develop interventions, taking into account different cultural identities and belief systems----- Identify sound management practices related to personnel, resource allocation, information technology, and decision-making that is based on scientific analysis, synthesis of empirical data, evaluation outcomes, and other information----- Articulate core values and ethical standards of the social work profession within diverse management, organizational, and community practice settings----- Articulate principles of organization, administration, and strategic planning and community change tactics that promote social and economic justice, combat discrimination and oppression, and increase access to resources----- Describe techniques of team-building, collaboration, coordination in organizational and community practice settings, and understanding of influences and implications of culture, geography, community, gender, religion, politics, ideology, and other identities and orientations on different world views----- Demonstrate skills in financial management, resource procurement, expenditure analysis, program design, and marketing for diverse, multi-level client systems.

     Examination #2   Examination II ("Take-home") will be due on May 4, and will represent **10%** of your final grade.   Exam II will cover material from class sessions #11-16 (Mar 21 - April 25), and will address the following **course competencies:**

Assess cultural diversity in organizations and communities, its impact on management, macro-level interventions and resources, and program development----- Analyze the organizational, political, economic and cultural factors that influence stability and change.

DOC: VL, CA

EXAM FORMAT: The format for the examinations may be a combination of true/false, multiple choice, definitions, short answer questions, and/or short or extended essay questions.

"**Virtual Community Leadership Simulation**" (VCLS) Exercise

([Combined VCLS elements represent] Course Competencies #1, #2, #3, #4, #5, 6, #7, and #8)   **DOC: KN, VL, SK, CA**

All students will participate in a critical thinking and interactive exercise called a **Virtual Community leadership Simulation** (VCLS). Students will be provided with a **fictional leadership case study based on an actual urban community scenario** that occurred in the past. The case study is a macro practice scenario about public welfare, intergovernmental relations, community intervention, problem-solving, and program design.   Individual students will be assigned to specific roles that represent different stakeholders. All students will be provided with contextual information for each of their assigned characters and/or interest groups, and they will simulate those characters or interest groups during a series o*f simulated public meetings to be held on March 24, April 5, April 11, and April 25*

The "virtual" nature of this experiential exercise will require and enhance critical thinking,

planning, political analysis, public speaking, and teamwork. It will also provide students with a unique insight into the reality of politics, leadership nuances, and the many different dynamics associated with community-level analysis and intervention. All roles in the VCLS will be provided with scenario-specific challenges to be addressed prior to and during the meeting. The VCLS will be videotaped. <u>Detailed assignment specifications will be provided, including the specific roles that each student will simulate.</u> Individual student grades will be given for the VCLS Project. *This means that each individual will be graded for his/her work alone, even though it is an "interactive" group-oriented project.*

There are three (3) <u>interactive and public speaking elements</u> of the VCLS which will be evaluated by the instructor:

1. **<u>VCLS Organization Action Plan</u> Presentation (10% of final grade).**

All students will submit a detailed outline of their action plan for the Commission meeting one week before the event. Details will be provided, but the Action Plan will include an overall goal, specific objectives, a specific and evidence-based strategy for attainment of the stated objectives, and an outline of information to be presented at the VCLS. All students will individually present their organization Action Plans to the audience.

2. **VCLS Trilateral Group Strategic Plan <u>development</u> (10% of final grade).**

3. **VCLS Trilateral group <u>presentations</u> (10% of final grade).**

Other individual assignments include: (1) <u>development</u> of the VCLS Action Plan; (2) a <u>VCLS Political Strategy</u>; and (3) maintenance and submission of a political contact log. The percentage of your grade for each of these is listed in the course requirement section of the syllabus. Other details and specifications will be discussed during class.

The **combined VCLs elements** (i.e., Action Plan development/presentation; strategic plan development and presentation; political strategy development and contact log) address the following **course competencies:**

Identify theoretical principles of leadership and management, and interdisciplinary teams and define issues, collect data and develop interventions, taking into account different cultural identities and belief systems----- Identify sound management practices related to personnel, resource allocation, information technology, and decision-making that is based on scientific analysis, synthesis of empirical data, evaluation outcomes, and other information----- Articulate core values and ethical standards of the social work profession within diverse management, organizational, and community practice settings----- Articulate principles of organization, administration, and strategic planning and community change tactics that promote social and economic justice, combat discrimination and oppression, and increase access to resources----- Describe techniques of team-building, collaboration, coordination in organizational and community practice settings, and understanding of influences and implications of culture, geography, community, gender, religion, politics, ideology, and other identities and orientations on different world views----- Demonstrate skills in financial management, resource procurement, expenditure analysis, program design, and marketing for diverse, multi-level client systems----- Assess cultural diversity in organizations and communities, its impact on management, macro-level interventions and resources, and program development----- Analyze the organizational, political, economic and cultural factors that influence stability and change.

DOC: KN, VL, SK, CA

Grading Scale

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

- A (95-100)   Outstanding/Superior – Exceptional performance. Consistently exceeds expectations.
- B+ (90-94)   Very Good – Student consistently meets and occasionally exceeds normal expectations for the course.
- B (85-89)   Good – Student consistently meets normal expectations for the course.
- C+ (80-84)   Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course.
- C (70-79)   Poor - There is a lack of understanding of course content. Student does not meet course expectations.
- F (69 <)   Very Poor – There is a lack of attendance or incomplete or unacceptable assignments. Course expectations are not met.

Course Outline *

*Note: The instructor reserves the right to make adjustments to schedule and topics

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Week 1 and Week 2

Wed, Jan 10 and
Wed, Jan 17

Scheduled topics

- **Introductions, review of course syllabus and assignments**
- **Overview of leadership in social work and social welfare**
- **Leadership/management theory**
- **Interdisciplinary teams/issues**
- **The Scientific method and social work intervention**
- **Critical thinking and evidence-based social work practice**
- **The role of Ideology/belief systems in leadership**
- **"Leadership in the News"**

Learning Content:(a) management theories and their historical origins, (b)concepts of leadership, organizations, and management, (d)multi-culturalism and diversity issues in management and program administration, (e)knowledge and theories of cultures and people of color, (f)deficit and non-deficit

theories/perspectives and implications for macro-practice, (g)networking, (h)boundary spanning, (i) futuring, (j) task group process and coalition leadership, (k) conflict management, (l) program development and (m) multidisciplinary teamwork

Supplemental/Recommended Readings:

Bowie et al., Voices from the welfare vortex: A descriptive profile of urban, low-income women on the eve of devolution
Brody, Handling communications and conflict.
Weinbach, Historical origins of current approaches; The context of human service management; Planning; Organizing; Controlling.
Kettner, Theory for the management of human service organizations.
Kirst-Ashman & Hull, Using micro skills in the macro environment; Group skills for organizational and community change.
Kouzes & Posner, The practices and commitments of exemplary leadership.
Netting et al., Organizations as arenas of change.
Lum, Social work knowledge and theory.
Sowers and Rowe, Social work throughout the world.

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Week 3
Wed, Jan 24

<u>Scheduled topics</u> (cont. from Week 2)

- **Overview of leadership in social work and social welfare**
- **Leadership/management theory**
- **Interdisciplinary teams/issues**
- **The Scientific method and social work intervention**
- **Critical thinking and evidence-based social work practice**
- **The role of Ideology/belief systems in leadership**
- **"Leadership in the News"**

<u>Learning Content</u>:(a) management theories and their historical origins, (b)concepts of leadership, organizations, and management, (d)multi-culturalism and diversity issues in management and program administration, (e)knowledge and theories of cultures and people of color, (f)deficit and non-deficit theories/perspectives and implications for macro-practice, (g)networking, (h)boundary spanning, (i) futuring, (j) task group process and coalition leadership, (k) conflict management, (l) program development and (m) multidisciplinary teamwork

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Week 4
Wed, Jan 31

Scheduled topics

- **Identification of sound and proven management practices**
- **Issues related to personnel, technology, IT, and decision-making**
- **Synthesis of empirical data for evaluative purposes**
- **"Leadership in the News"**

Learning Module Content: (a) definitions and functions of management, (b) management as an evidence-based process, (c) comparisons of private, non-profit human service organizations and private businesses, (d) strategies for organizing work activities in organizations and (e)controlling and influencing staff behavior

Supplemental Readings:

Brody, Leading the organization; Organizational structure and processes; Organizational
    leadership and supervision; Setting doable objectives.
Brueggemann, The practice of social work administration
Tsui, *Social Work Supervision*
Bowie, Privatized management in urban public housing communities.
Kettner, Using structure to facilitate and support achievement of the agency's mission.

Week 5
Wed, Feb 7

Scheduled topics

- **Core values of the social work profession**
- **Diversity and social work values in communities**
- **"Leadership in the News"**

Learning Module Content: (a) NASW and NABSW Code of Ethics, (b)ethics and values in management and administration, (c) case studies on ethical dilemmas in leadership,(d)ethical guidelines for social work managers in organizational settings and (e))the political arena and other environmental influences in leadership

Supplemental/Recommended Readings:

Ginsberg & Keys, The politics of human services administration.
Manning, The essence of ethical leadership; The context for ethical
    leadership.

National Association of Black Social Workers, *NABSW Code of Ethics*
National Association of Social Workers, *Code of Ethics*

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Week 6
Wed, Feb 14

*** Leadership Assessment/Analysis Paper Due Today ***
Wed, February 14
DOC: KN, VL, CA

Scheduled topics

- **Organizational problem-solving and change tactics**
- **Community problem-solving and change tactics**
- **Promoting social/economic justice**
- **Taking a stand against discrimination and oppression**
- **"Leadership in the News"**

Learning Module Content: (a) social problem identification and problem-solving strategies, (b) definition and types of planning, (c) strategic planning and management, (d) program design and development, (e developing action plans, (f) meeting strategies, (g) community assessment protocols, (h) community interface strategies

Supplemental Readings:

Brody, Problem-solving; Designing and developing consumer-oriented programs; Strategic Planning; Agency-environment relations; Understanding task environments; Organizational structure and processes; Organizational leadership and supervision; Setting doable objectives.

Brueggemann, Social problems and the Challenge of macro social work; Rational problem-solving and social thinking; The practice of social work program development.

Netting et al., Understanding communities; Analyzing communities; Changing macro systems; Planning, implementing, monitoring, and evaluating macro intervention.

Weinbach, Planning.

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Week 7
Wed, Feb 21

Scheduled topics

- **Team-building**
- **Collaboration and coordination in community and organizational settings**
- **The influences and implications of culture, politics, ideology, etc., on worldviews**
- **"Leadership in the News"**

Learning Module Content: (a) Team-building; (b) Development of coalitions; (c) conflict resolution; (d) task group processes and dynamics; (e) Social work in multi-cultural organizations; (f) Women and other under-represented groups in management; (g) Leadership collaboration in diverse communities.

Supplemental Readings:

Brody, Developing and coordinating human services; Designing and developing consumer-
    oriented programs; Strategic planning; The practice of community organization;
    Handling communities and conflict; Developing and coordinating human services.
Brueggemann, The practice of community organization.
Ginsberg & Keys, managing the new multicultural workplace; Women and social work
    management.
Kettner, Using job and work design creatively to achieve maximum employee performance.
Perlmutter et al., Supporting diversity.
Weinbach, Creating and managing diversity.

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Week 8
Wed, Feb 28

Scheduled topics

- **Skills for resource procurement/grant-writing**
- **Funding diversification**
- **Organizational, political, and cultural factors that influence stability and change in American society.**
- **The impact of cultural diversity on management, macro-level interventions and resources, and program development.**
- **"Leadership in the News"**

Learning Module Content: (a) Creating and maintaining staff diversity in organizational settings; (b) socio-demographic characteristics, customs, traditions of major ethnic groups in the United States and abroad (c) Equal employment opportunity laws and affirmative action; (d) the Americans with Disabilities Act; (e) Ethnic-sensitive social work practice; (a) effects of age, race, ethnicity, social and economic class,

culture, religion, spirituality, and sexual orientation on service delivery and formulation of ethically sound, empirical, best practice intervention strategies, (b) core components of organizational dynamics and analysis (e.g., culture, structure, power, informal and formal communication, employee relationships and functioning, workplace discrimination, bullying and harassment, assertiveness; (c) Assessment and intervention strategies with regard to challenging decision-makers in organizations, communities, and society to be responsive to diverse client needs and assets; (a) Managing agency budgets and finances, (b) funding and resources procurement (grant-writing), and (c) the imperative of funding source diversification.

Supplemental Readings:

Weinbach, Creating and managing diversity.

United States Census Bureau population updates.

U.S. Census Bureau, *Projections of resident population by race, Hispanic origin, and nationality, 2050 to2070.*

Brody, Leading the organization

Ginsberg & Keys, The politics of human service organizations.

Netting et al., Understanding problems and populations; Analyzing Communities.

Brody, Preparing effective proposals

Brueggerman, Social work program development

Kettner, Managing resources to support excellence

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Week 9
Wed, Mar 7

MIDTERM EXAMINATION TODAY (Exam I)

Exam content, context, and framework (Course competencies)*: Identify theoretical principles of leadership and management, and interdisciplinary teams and define issues, collect data and develop interventions, taking into account different cultural identities and belief systems----- Identify sound management practices related to personnel, resource allocation, information technology, and decision-making that is based on scientific analysis, synthesis of empirical data, evaluation outcomes, and other information----- Articulate core values and ethical standards of the social work profession within diverse management, organizational, and community practice settings----- Articulate principles of organization, administration, and strategic planning and community change tactics that promote social and economic justice, combat discrimination and oppression, and increase access to resources----- Describe techniques of team-building, collaboration, coordination in organizational and community practice settings, and understanding of influences and implications of culture, geography, community, gender, religion, politics, ideology, and other identities and orientations on different world views----- Demonstrate skills in financial management, resource procurement, expenditure analysis, program design, and marketing for diverse, multi-level client systems.*

DOC: KN, VL, CA

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Week 10
Wed, Mar 14

SPRING BREAK—NO CLASS THIS WEEK

Week 11
Wed, Mar 21

NOTE: VCLS Action Plan and Political Plan Due on Friday, Mar 23rd (Electronically)

DOC: KN, VL, SK, CA

Scheduled topics

- **Skills for resource procurement/grant-writing**
- **Funding diversification**
- **Organizational, political, and cultural factors that influence stability and change in American society.**
- **The impact of cultural diversity on management, macro-level interventions and resources, and program development.**
- **"Leadership in the News"**

Learning Module Content: (a) Creating and maintaining staff diversity in organizational settings; (b) socio-demographic characteristics, customs, traditions of major ethnic groups in the United States and abroad (c) Equal employment opportunity laws and affirmative action; (d) the Americans with Disabilities Act; (e) Ethnic-sensitive social work practice; (a) effects of age, race, ethnicity, social and economic class, culture, religion, spirituality, and sexual orientation on service delivery and formulation of ethically sound, empirical, best practice intervention strategies, (b) core components of organizational dynamics and analysis (e.g., culture, structure, power, informal and formal communication, employee relationships and functioning, workplace discrimination, bullying and harassment, assertiveness; (c) Assessment and intervention strategies with regard to challenging decision-makers in organizations, communities, and society to be responsive to diverse client needs and assets; (a) Managing agency budgets and finances, (b) funding and resources procurement (grant-writing), and (c) the imperative of funding source diversification.

Supplemental Readings:

Weinbach, Creating and managing diversity.
United States Census Bureau population updates.
U.S. Census Bureau, *Projections of resident population by race, Hispanic origin, and nationality, 2050 to 2070.*
Brody, Leading the organization
Ginsberg & Keys, The politics of human service organizations.
Netting et al., Understanding problems and populations; Analyzing Communities.
Brody, Preparing effective proposals

Brueggerman, Social work program development
Kettner, Managing resources to support excellence

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Week 12
Wed, Mar 28

Individual Student VCLS Action Plan Presentations**

Day 1 of 3

(Course Competencies #1, #2, #3, #4, #5, 6, #7, and #8)   DOC: KN, VL, SK, CA

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Week 13
Wed, Apr 4

Individual Student VCLS Action Plan Presentations*, cont. *

Day 2 of 3

(Course Competencies #1, #2, #3, #4, #5, 6, #7, and #8)   DOC: KN, VL, SK, CA
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Week 14
Wed, April 11

Individual Student VCLS Action Plan Presentations*, cont. *

Day 3 of 3

(Course Competencies #1, #2, #3, #4, #5, 6, #7, and #8)   DOC: KN, VL, SK, CA

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Week 15
Wed, April 18

VCLS Part II: Group Strategic Plan Development
(No Class—Student Group Work via Zoom technology/face-to-face meetings)
Location TBA

(Course Competencies #1, #2, #3, #4, #5, 6, #7, and #8)   DOC: KN, VL, SK, CA

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Week 16
Wed, April 25 (Last Class Day)

VCLS Part II: Group Strategic Plan Presentations
Location TBA

(Course Competencies #1, #2, #3, #4, #5, 6, #7, and #8)   DOC: KN, VL, SK, CA

Please Note: (Take-Home) Exam II is due by electronic submission on May 7, 2017.

(Exam II addresses <u>Course Competencies</u> #7 and #8)   DOC: KN, VL, SK, CA

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Additional Leadership Resources

As professional social workers it is our responsibility to continually grow and develop through professional study. The following represents **SOME** of the many additional reading material you can use in this valuable pursuit.

Ackoff, R. L., et al. (2010). *Systems thinking for curious managers.* UK: Triarchy Press Limited.

Allison, M. & Kaye, J. (2005). Strategic Planning for Nonprofit Organizations, 2nded. New York: John Wiley & Sons.

Amander, F. (2012). *We are all leaders: Leadership is not a position, it's a mindset.* New York: John Wiley & Sons.

Anderson, E. (2012). *Leading so people will follow.* New York: John Wiley & Sons.

Aviolo, B. & Bass, B. (2002). Developing potential across a full range of leadership: Cases on transactional and transformational leadership. Mahwah, NJ: Lawrence Erlbaum Associates.

Austin, M. and Hopkins, K., Eds. (2004*). Supervision as Collaboration in the Human Services*. Thousand Oaks, CA: Sage Publications.

Bargal, D. (2000). *The manager as leader*. In Patti, R. (Ed.), The handbook of social welfare management. Thousand Oaks, CA: Sage Publications, 303-319.

Bennis, W. & Goldsmith, J. (2003). *Learning to lead: A workbook on becoming a Leader*. New York: Basic Books.

Bennis, W., Spreitzer, G., & Cummings, T., eds. (2001). *The future of leadership*. San Francisco: Jossey-Bass.

Berkson, A. S., & Stieglitz, R. G. (2013). *Leadership conversations: Challenging high potential managers to become great leaders.* New York: John Wiley & Sons.

Bryson, J. (2004). Strategic Planning for Public and Nonprofit Organizations (3rd ed). San Francisco: Jossey-Bass, Inc.

Carlson, M. & Donohoe, M. (2003). *The executive director's survival guide: Thriving as a nonprofit leader*. San Francisco: Jossey-Bass.

Cohen, A. & Bradford, D. (2005). *Influence Without Authority*, 2nd Ed. San Francisco: Jossey-Bass.

Connerley, M. & Pederson, P. (2005). *Leadership in a diverse and multicultural environment*. Thousand Oaks. CA: Sage Publications.

Cottrell, S. (2011). *Critical thinking skills* (2nd ed.). UK: Palgrave Macmillan.

Crowley, J. (2011). *Lead from the heart: Transformation leadership for the 21st century.* Bloomington, Indiana: Balboa Press.

DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2013). *Fundamentals of human resource management* (11th ed.). Hoboken, NJ: John Wiley & Sons.

Dees, G., Emerson, J. & Economy, P. (2001). *Enterprising nonprofits: A toolkit for social entrepreneurs*. New York: John Wiley & Sons.

Dees G., Emerson, J. & Economy, P., Eds. (2002). *Strategic tools for social entrepreneurs: Enhancing the performance of your enterprising nonprofit*. New York, NY: John Wiley &

Sons.

Dolgoff, R. (2005). *Introduction to Supervisory Practice in Human Services*. Boston: Allyn & Bacon.

Fairholm, M. R., & Fairholm, G. W. (2009). *Understanding leadership perspectives: Theoretical and practice perspectives.* New York: Springer.

Gallop, L., & Hafford-Letchfield, T. (2012). *How to become a better manager in social work and social care: Essential skills for managing care.* UK: Jessica Kingsley Publishers.

Hafford-Letchfield, T., et al. (2007). *Leadership and management in social care* (2nd ed.). Thousand Oaks, CA: Sage.

Hafford-Letchfield, T. (2011). *Social care management: Strategy and business planning.* UK: Jessica Kingsley Publishers.

Kadushin, A. & Harkness, D. (2002). *Supervision.* New York: Columbia University Press.

Kaplan, R. & Norton, D. (2001). The strategy-focused organization: How balanced scorecard companies thrive in the new business environment. Boston: Harvard Business School Press.

Lewis, J. A., Packard, T. R., & Lewis, M. D. (2011). *Management of human service programs.* Independence, KY: Cengage Learning.

Light, P. (2004). *Sustaining nonprofit performance.* Washington, DC: The Brookings Institution.

Maxwell, T. (2007). *The 21 irrefutable laws of leadership.* Nashville, TN: Thomas Nelson Publishers.

Maxwell, T. (2011). *The five levels of leadership: Proven steps to maximize your potential.* New York: Center Street Publishers.

Millett, S. M. (2011). *Managing the future: A guide to forecasting and strategic planning in the 21st century.* Triarchy Press Limited.

Mor Barak, M. E., Findler, L., & Wind, L. H. (2001). Diversity, inclusion, and commitment to organizations: International empirical explorations. *Journal of Behavioral and Applied Management, 2*(2), 70-91.

Mor Barak, M. E. (2014). *Managing diversity: Toward a globally inclusive workplace.* Thousand Oaks, CA: Sage.

Moran, R. T., Harris, P. R., & Moran, S. V. (2011). *Managing cultural differences: Leadership skills and strategies for working in a global world* (8th ed.). New York: Elsevier.

Northhouse, P. G. (2012). *Leadership: Theory and Practice*. Thousand Oaks, CA: Sage.

Oster, S., Massarsky, C., & Beinhacker, S., Eds. (2004). Generating and sustaining nonprofit earned income: A guide to successful enterprise strategies. San Francisco: Jossey-Bass.

Osborne, D. & Plastrik, P. (2000). *The reinvention's field book*. San Francisco: Jossey-Bass.

Patti, R. (2003). Reflections on the state of management in social work. *Administration in Social Work, 27*(2), 1-11.

Rae, A. & Nicholas-Wolosuk, W. (2003). *Changing agency policy: An incremental approach*. Boston: Allyn & Bacon.

Sertl, J., & Huberman, K. (2010). *Strategy, leadership, and the soul.* UK: Triarchy Press Limited.

Shulman, L. (1995). Supervision and consultation. In R. Edwards (Ed.), *Encyclopedia of Social Work* (19th ed., pp. 2373-2379). Washington, DC: NASW Press.

Tate, W. (2009). *The search for leadership.* Triarchy Press Limited.

Van Hooser, P. (2013). *Leaders ought to know: 11 sound rules for common sense leadership.* Hoboken, NJ: John Wiley & Sons.

Whetten, D. A., & Cameron, K. S. (2011). *Developing management skills* (8th ed.). Boston: Prentice Hall.

Winkler, I. (2010). *Contemporary leadership theories: Enhancing the understanding of the complexity, subjectivity, and dynamic of leadership.* New York: Springer.

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