SW 539(A), Section 002 (Mon AM)  
Spring 2019, Dr. Bowie  
CRN 24831

THE UNIVERSITY OF TENNESSEE, KNOXVILLE  
COLLEGE OF SOCIAL WORK

SW 539 - Leadership Skills and Knowledge for Advanced Social Work Practice  
Section 002  
2 credit hours  
Spring, 2019

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Class Times: Monday, 9:05 – 11:05 AM  
Location: Henson Hall, Room 318  
Office Hours: Monday, 11:30 – 12:30 PM  
Thursday, 11:30- 12:30 PM  
E-mail: sbowie@utk.edu

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, Knoxville Student Disability Services office 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 complete a comprehensive community and leadership analysis in a timely manner;

- Demonstrated ability to prepare for and actively engage in challenging, intellectual, and critical thinking exercises that produce action and strategic plans in response to a “fictionalized” leadership case study.

Required Textbook:


Recommended/Supplemental Readings:


**Course Structure and Organization of Learning Modules.**
The class will once per week (Monday) 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:

<table>
<thead>
<tr>
<th>Event(s)/Assignments(s)</th>
<th>% of Grade</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization Leadership/Workflow Analysis</td>
<td>25%</td>
<td>Feb 11</td>
</tr>
<tr>
<td>Leadership Self-Assessment (LSA) Term Paper</td>
<td>25%</td>
<td>Mar 4</td>
</tr>
<tr>
<td>Leadership Examination</td>
<td>25%</td>
<td>Mar 11</td>
</tr>
<tr>
<td>Comprehensive Strategic Plan</td>
<td>25%</td>
<td>Apr 22</td>
</tr>
</tbody>
</table>

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 (CAs).

 ASSIGNMENT DETAILS

Integrative Leadership Case Study: “It’s Not Always What You know...”

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

Two of the major course assignments will revolve around a case study entitled, “It’s Not Always What You know: A Fictional Case Examination of Leadership, Management, and Politics in Urban Public Housing Communities.” The case study is described as a “fictional” organizational situation based on actual events that involved public housing and welfare, community relations and interventions, problem-solving, politics, and political power. The case
study detail will provide a learning context for social work leadership, and a glimpse into the "real world" aspects of organizational leadership, as well as the critical thinking, planning, and political skills necessary for surviving and thriving.

**ASSIGNMENT #1: Organization Leadership and Workflow Analysis (OLWA) (25% of final grade)**

Students are required to conduct an Organization Leadership and Workflow Analysis (OLWA) for a private, non-profit social work agency with which you have been affiliated (e.g., through employment, field placement, internship, etc.) in the past during your college years. The OLWA should include an organizational chart that clearly demarcates the chain of command at governance structure at the agency. The OLWA should also indicate individual and personnel groups (titles only) at Board, administrative, clerical, front-line, and support staff. Finally, the OLWA should be accompanied by a statement that explains the governance, supervisory/control structure, and organizational workflow. Additional detail, specifications, and templates for the OLWA will be provided in class. **The OLWA is due on February 11th.**

The **OLWA assignment** 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.

**DOC: KN, VL, SK, CA**

**ASSIGNMENT #2: Leadership Self-Assessment (LSA) Term Paper (25% of final grade)**

(Course Competencies #3, #5, and #6)

Students are responsible for writing and submitting individual term papers for this assignment, which is **due on March 4th**. The LSA term 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.

DOC: KN, VL, CA

**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. 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.

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

**ASSIGNMENT #3: LEADERSHIP EXAMINATION**

(25% of final grade)

(Course Competencies #1, #2, #3, #4, #5, #7, and #8)

The **Course Examination will be held on March 11** and will represent 25% of your final grade. The exam will cover material from the entire summer semester, 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. Assess cultural diversity in organizations and communities, its impact on management, macro-level interventions and resources, and program development. Demonstrate skills in financial management, resource procurement, expenditure analysis, program design, and marketing for diverse, multi-level client systems.

DOC: KN, VL, SK, CA

ASSIGNMENT #4: Individual Organizational Strategic Plan
(25% of final grade)
(Course Competencies #1, #2, #3, #4, #5, #7, and #8) 

All students are required to develop and submit an individual “strategic plan” for prioritizing and addressing the identified problems at the Eastern Public Housing Authority (EPHA), the organization of interest in the Integrative Leadership Case Study. Consistent with strategic planning protocols, students will be required to prioritize problems, develop logical, achievable, and evidence-based goals and strategies for resolving the problems. Students will receive assignment specifications in class. The Individual Organization Strategic Plan is due on April 22.

Grading Scale

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


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

Week 1  No Class This Week. Semester begins Wed, January 9

Week 2
Mon, Jan 14

General Topics

- Introductions, review of course syllabus and assignments
- Overview of leadership issues in social work and social welfare
- Interdisciplinary teams/issues
- Different Types of Leaders/Managerial Grid
- Critical thinking and evidence-based social work practice
- The role of Ideology/belief systems in leadership
- Leadership Styles
- Personal Leadership Assessment and Interpretation
- “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

POWERPOINT TOPICS AND SLIDES

- Types of leaders and leadership styles #10 - 21
- Flawed leadership styles #22 - 27
- Outgroups in social work/social welfare #74 - 81
- Leadership competencies/attributes #28 – 38
- Critical thinking #299 – 331
- Leadership Principles #1 - 9
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.

Week 3
Mon, Jan 21

**NO CLASS THIS WEEK: DR. MLK HOLIDAY**

Week 4
Mon, Jan 28

Scheduled topics (cont. from Week 2)

**General Topics**

- Overview of leadership issues in social work and social welfare
- Interdisciplinary teams/issues
- Different Types of Leaders/Managerial Grid
- Critical thinking and evidence-based social work practice
- The role of Ideology/belief systems in leadership
• Leadership Styles
• Personal Leadership Assessment and Interpretation
• “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

**POWERPOINT TOPICS AND SLIDES**

- Types of leaders and leadership styles #10 - 21
- Flawed leadership styles #22 - 27
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- Leadership competencies/attributes #28 – 38
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**Supplemental/Recommended Readings:**

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Brody, Handling communications and conflict.

Weinbach, Historical origins of current approaches; The context of human service management; Planning; Organizing; controlling.

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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 5**
**Mon, Feb 4**

**General Topics**

• Leadership Competencies and Attributes
• Leadership/Organizational/Management theories
• Management Activities and Skills
• Structure of Nonprofit Organizations
• Synthesis of Empirical Data for Evaluative Purposes
• “Leadership in the News”

POWERPOINT TOPICS AND SLIDES

- Ideology and deficit perspectives in social work leadership    #82 – 90
- Key management principles in social work practice          #39 – 49
- Management theories                                        #50 – 73
- Organization culture, values, and frameworks               #106 – 121

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 # 6       Mon, Feb 11   OLWA Assignment Due Today
Week # 7       Mon, Feb 18
Week # 8       Mon, Feb 25

General Topics

• Core values of the social work profession
• Leadership and Organizational Culture
• Diversity and social work values in communities
• 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”

POWERPOINT TOPICS AND SLIDES

• Dialectic theory and compromise dynamics
• Conflict dynamics and detail
• Management, politics, and political strategies
• Problem-solving approach
• The group development process and its stages

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; (f) Creating and maintaining staff diversity in organizational settings; (g) socio-demographic characteristics, customs, traditions of major ethnic groups in the United States and abroad; (h) Equal employment opportunity laws and affirmative action; (i) the Americans with Disabilities Act; (j) 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; (k) 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); (l) Assessment and intervention strategies with regard to challenging decision-makers in organizations, communities, and society to be responsive to diverse client needs and assets. 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.

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
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.
Week # 9    Mon, Mar 4

**LEADERSHIP SELF-ASSESSMENT TERM PAPER DUE TODAY**

**General Topics**

- Community Intervention Models and what they look like “on the ground”
- Promoting social/economic justice
- Talking a stand against discrimination and oppression
- “Leadership in the News”

**POWERPOINT TOPICS AND SLIDES**

- Community Intervention Models  #122 - 131

**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.

Week # 10    Mon, Mar 11

**LEADERSHIP EXAMINATION TODAY**
Week # 11  
Mon Mar 18

**SPRING BREAK: NO CLASS**

Week # 12  
Mon, Mar 25

**General Topics**

- Team-building
- Collaboration and coordination in community and organizational settings
- Stages and Leadership Implications of Task Group Development
- “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; (h) managing agency budgets and finances, (i) funding and resources procurement (grant-writing), and (j) the imperative of funding source diversification.

**POWERPOINT TOPICS AND SLIDES**

- Stages of Task Group Development  #91 - 105

**Supplemental Readings:**

**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.
Week # 13  

Mon, Apr 1st

General Topics

- Organizational problem-solving and change tactics
- Community problem-solving and change tactics
- The logic and steps of comprehensive Strategic Planning

Powerpoint Topics and Slides

- Strategic Planning principles and Steps #203 – 241
- Supplemental PowerPoints “A” #90 – 118
- Action Planning, goals, objectives #242 – 258
- The Problem-Solving Approach in Social Work Leadership #262 – 258

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, 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.

Week # 14  

Mon, Apr 8

General Topics

- Understanding and managing organizational and personnel conflict
- Introduction to funding procurement and grant-writing

Powerpoint Topics and Slides

- Conflict and conflict resolution #132 – 163, 164 – 167
- Supplemental PowerPoints “B” (Sample federal gr proposal) #1 – 10
Week # 15                Mon, Apr 15

General Topics

• Guest Speaker on Advanced Leadership: Renee Kesler, Chief Executive Officer
  Beck Cultural Exchange Center, Knoxville, Tennessee
  Presentation/Q & A

Week # 16                Mon, Apr 22 (Final Class)

General Topics

• Comprehensive Strategic Plan Assignment Due Today

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.


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


Gallop, L., & Hafford-Letchfield, T. (2012). *How to become a better manager in social work*


