

**THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

**SW 539 Leadership Skills and  
Knowledge for Advanced Social Work Practice  
(2 credit hours)**

Spring Semester 2007-2008 Academic Years  
Class time: 2:30-6:30 Tuesdays + 1 online session  
Office: 711 Jefferson St. Room 605  
Office Hours: 2:00-5:00 Mondays  
Other times available by appointment

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**Prerequisite(s):** 510, 512, 513, 517, 519, 522, 538.

**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.utk.csw.edu](http://www.utk.csw.edu))

**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*, 2007).

**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 191 Hoskins Library (865-974-6087). This will ensure that you are properly registered for services.

**Course Description:** This is a required Concentration 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 (through course activities, assignments, and/or exams):

1. 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 (Pops at-Risk & SJ- C.1; Diversity C.1; Policy C.1).  
*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 and (h) community interface strategies
2. 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 (Practice C.2; CT/EBP C.3; Pops at-Risk & SJ- C.1).  
*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
3. 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 (Pops at-Risk & SJ- C.2; Diversity- C.4).  
*Content:* (a) team building, (b)development of coalitions, (c)conflict resolution,(d)task group processes and dynamics, (e)social work in multi-cultural organizations and communities, (f) women and other under-represented groups in management and(g) 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 (Diversity C.1; Policy C.2)  
*Content:* (a) managing agency budgets and finances, (b)funding and resources procurement (grant-writing), and (c)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 (Practice C.3; EBP C.4; Diversity, C.2).  
*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
6. Articulate core values and ethical standards of the social work profession within diverse management, organizational, and community practice settings (Values/ ethics C.1).  
*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

**Course Competencies: (Continued):**

7. Assess cultural diversity in organizations and communities, its impact on management, macro-level interventions and resources, and program development (Diversity C.2; Policy C.2).  
*Content:* (a) creating and maintaining staff diversity in organizational settings, (b) socio-demographic characteristics, customs and traditions of major ethnic groups in the U.S. and abroad, (c) equal employment opportunity laws and affirmative action, (d) The Americans with Disabilities Act, (e) ethnic-sensitive social work practice
  
8. Analyze the organizational, political, economic and cultural factors that influence stability and change (Policy C.4; Values/Ethics C.4; Diversity- C.2, C.4).  
*Content:* (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

**Readings:** The following books are **required** of the course and may be purchased from the usual book sellers:

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

Weinbach, R. W. (2003). *The social worker as manager: A practice guide to success* (4th ed.). Boston, MA: Pearson Education, Inc.

There are also other **required** readings that are listed in the syllabus and made available at the UTK on-line Library Course Reserves site.

In addition to the required texts the following text book is **optional**. Optional readings are listed in the course outline for those students who want to further explore course topics.

Patti, R.J. (2000). *The handbook of social welfare management*. Thousand Oaks, CA: Sage Publications.

Many other readings on leadership, management and social work practice are available in the library, in social work journals and on-line. Students are encouraged to read extensively from professional journals and texts. A bibliography is included at the end of this syllabus that includes some of these resources.

**Attendance, participation and class rules**

1. Students are expected to be on time, attend all class sessions, and stay until the completion of the class. Students will be only excused from class for documented emergencies. For those absences that are not due to documented emergencies, there will be no make-up available for graded assignments.
2. Students are to complete reading assignments and be prepared to participate in class discussions, exercises and small group activities.
3. All written assignments are due at the beginning of class period of the date specified on the course outline and/or in the assignment guidelines.
4. Assignments are to be completed correctly at the time of submission.
5. Any disruption of the classroom-learning environment (through actions in or out of class) will result in the identified student(s) being required to leave the class, without possibility of being readmitted.

**E-MAIL INQUIRIES:** Please allow 48 hours for responses to course related email questions before re-submitting an email question. Please do NOT wait until the last minute to forward a course relevant question or concern (e.g., the day prior to an assignment due date).

**EVALUATION AND GRADING SCALE:** The course grade is based on a combination of quizzes, papers and projects which will be computed on the following parts.

25%	(250 points)	Quizzes and/or Exercises
5%	(50 points)	Web Based Exercise
30%	(300 points)	Leadership Laboratory
20%	(200 points)	Management Audit and Change Plan
20%	(200 points)	Final Exam

The grading scale is as follows:

A	940-1000 points	C	700-769 points
B+	880-939 points	D+	670-699 points
B	820-879 points	D	600-669 points
C+	770-819 points	F	<599 points

**Course Requirements:** Graduate level work includes an ability to synthesize one's experience and knowledge into an explication 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. The following criteria will be used for all graded assignments:

- Quality and clarity of writing and organization
- Comprehensiveness
- The extent to which course concepts, discussion and readings are reflected in the writing.
- Accuracy and specificity of observations.

**Quizzes and/or Exercises: (25%)** A number of quizzes and/or exercises will be given throughout the semester on dates and times determined by the professor. The format for quizzes will include objective and short answer questions covering content from the week's reading and lecture notes. The format for exercises will include activities performed related to the content of the lecture. The lowest quiz/exercise score will be deleted. The grade will be calculated averaging the remaining scores. Make up quizzes and exercises will not be given, unless due to **documented emergencies**.

**Web Based Exercise: (5%)** There will be one web-based lesson (with assignment). Completion of this lesson will require between 1½ and 2 hours. Completion of this lesson can be done anytime prior to the 7<sup>th</sup> week of class. However, once that week is past, the material will no longer be available and you will receive a ZERO for the assignment not completed.

**Leadership Laboratory: (30%)** As masters trained social workers you will regularly and repeatedly be in situations where other people look to you for guidance, inspiration, influence, direction and clarity. Often you will be a manager and an administrator. Indeed, as a MSSW trained social worker, you are a leader... In the weekly leadership laboratories students are given the opportunity to "test drive" different leadership strategies in a competitive yet supportive environment.

Seven Leadership Laboratory activities will take place during the last 60 minutes of each class period. Every student will be given the opportunity to lead at least once during the semester. Both teams and activities will vary throughout the semester. Students will be graded based on their displayed leadership, followership and teamwork.

**Management Audit and Organizational Development Plan: (20%)** A key component of social service leadership is to understand the program in which you work and the ability to identify and develop those aspects of the program which are in need of development. This two part 15 page paper (**not** including attachments) gives students the opportunity to conduct a management review and develop a plan for developing at least one component of the program which is in need of development.

**Final Exam: (20%)** A closed book final exam will be given during exam week. The exam will require students to demonstrate knowledge of management and leadership issues including topics covered in course reading material, lectures, exercises and leadership laboratory. General topics for the exam will include but not be limited by the following lies: Art/Science of Leadership, Human Service Delivery Systems, Human Resource Management, Financial Knowledge/Skills and Innovation/Managing Change.

## COURSE OUTLINE

**Week 1**  
**3/4/08**

### Course Overview, Introduction, Assignments and Expectations

Content: (a) review course content, assignments grading, & library reserve information.

### Introduction to Organization Management and Leadership Skills

Content: (a) Social problem identification and problem-solving strategies definition and types of planning (CC1), (b) definitions and functions of management (CC2), (c) management as an evidence-based process (CC2) (d) management theories and their historical origins (CC5), (e) concepts of leadership, organizations, and management (CC5), (f) task group process and coalition leadership (CC5), (g) NASW and NABSW Code of Ethics (CC6), (h) 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 (CC8)

#### Required Reading:

Brody (2005). Chapters 1 “*Leading the Organization*”

Brody (2005). Chapters 5 “*Problem Solving*”

Lawler, J. (2007). Leadership in social work: A case of caveat emptor? *British Journal of Social Work*, 37, 123-141.

#### Optional Reading:

Weinbech (2003) Chapter 3 “*Historical Origins of Current Management Theories*”

Patti (2000). Chapter 1 “*The Landscape of Social Welfare Management*”

Patti (2000). Chapter 2 “*Social Work and Social Welfare Administration*”

Patti (2000). Chapter 3 “*The Environmental Context of Social Welfare Administration*”

#### Exercise: Leadership Self Assessment

**Week 2**  
**3/11/08**

### Art and Science of Leadership

Content: (a) Community interface strategies (CC1), (b) Strategies for organizing work activities in organizations (CC2), (c) Team building; Development of coalitions (CC2), (d) Task group processes and dynamics (CC3), (e) Leadership collaboration in diverse communities (CC3), (f) Networking (CC5), (g) boundary spanning (CC5), (h) futuring (CC5), (i) multidisciplinary teamwork (CC5) (j) The political arena and other environmental influences in leadership (CC6), (k) Assessment and intervention strategies with regard to challenging decision-makers in organizations, communities, and society to be responsive to diverse client needs and assets (CC8)

#### Required Reading:

Weinbech (2003). Chapter 1 “*Defining and Describing Management*”

Weinbech (2003). Chapter 10 “*Leading*”

Sivanathan, N., Arnold, K.A., Turner, N. & Barling, J. (2004). Leading Well: Transformational Leadership and Well-Being. In P.A. Linley & S. Joseph *Positive Psychology in Practice*, (pp. 241-255). Hoboken, NJ: John Wiley & Sons, Inc.

#### Optional Reading:

Patti (2000). Chapter 12 “*What Managers Do and Why They Do It*”

Patti (2000). Chapter 15 “*The Manager as Leader*”

Week 3  
3/18/08

Spring Break

Week 4  
3/25/08

**Human Service Delivery Systems: Structure & Cultures**

Content: (a) Program design and development (CC1), (b) Comparisons of private, non-profit human service organizations and private businesses (CC2), (c) Deficit and non-deficit theories/perspectives and implications for macro-practice (CC5) and (d) program development (CC5) (e) 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) (CC8)

**Required Reading:**

Brody (2005). Chapter 3 “*Designing and Developing Consumer Oriented Programs*”

Packard, T. (2000). The management audit as a teaching tool in social work administration. *Journal of Social Work Education*, 36, 39-52.

**Optional Reading:**

Weinbech (2003). Chapters 2 “*The Context of Human Service Management*”

Weinbech (2003). Chapters 4 “*Planning*”

Patti (2000). Chapter 7 “*Agency-Environment Relations: Understanding Task Environments*”

Patti (2000). Chapter 8 “*Organizational Structure and Performance*”

Week 5  
4/1/08

**Human Service Delivery Systems: Ethics & Diversity**

Content: (a) Social work in multi-cultural organizations and communities (CC3), (b) Women and other under-represented groups in management (CC3), (c) Multiculturalism and diversity issues in management and program administration (CC5), (g) Knowledge and theories of cultures and people of color (CC5) (d) Ethics and values in management and administration (CC6), (e) Ethical guidelines for social work managers in organizational settings (CC6), (f) socio-demographic characteristics (CC7), (g) Customs and traditions of major ethnic groups in the U.S. and abroad (CC7), (n) Ethnic-sensitive social work practice (CC7), and (h) 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 (CC8), (j) Case studies on ethical dilemmas in leadership (CC6)

**Required Reading:**

Weinbech (2003). Chapter 5 “*Creating and Managing Staff Diversity*”

Bisman, C. (2004). Social Work Values: The Moral Core of the Profession. *British Journal of Social Work*, 34, 109-123.

Eagly, A.H., Johannesen-Schmidr, M.C. & van Engen, M.L. (2003). Transformational, transactional, and laissez-faire leadership styles: A meta-analysis comparing women and men. *Psychological Bulletin*. 129, 569-591.

**Optional Reading:**

Patti (2000). Chapter 4 “*Administrative Ethics*”

Patti (2000). Chapter 21 “*Managing for Diversity and Empowerment in Social Services*”

**Exercise:** Case studies on Ethical Dilemmas in Leadership

**Week 6**  
**4/8/08**

**Human Resource Management: Finding & Keeping Productive Employees**

Content: (a) Strategies for organizing work activities in organizations (CC2), (b) Controlling and influencing staff behavior (CC2), (c) Multiculturalism and diversity issues in management and program administration (CC5), (d) Knowledge and theories of cultures and people of color (CC5), (e) Deficit and non-deficit theories/perspectives and implications for macro-practice (CC5), (f) Task group process and coalition leadership (CC5), (g) Conflict management (CC5), (h) multidisciplinary teamwork (CC5), (i) Ethics and values in management and administration (CC6), (j) Ethical guidelines for social work managers in organizational settings (CC6), (k) Creating and maintaining staff diversity in organizational settings (CC7), (l) Equal employment opportunity laws and affirmative action (CC7), (m) The Americans with Disabilities Act (CC7)

**Required Reading:**

Brody, (2005). Chapter 7 “*Finding and Keeping Productive Employees*”  
Brody, (2005). Chapter 8 “*Managing Employment Challenges*”

**Optional Reading:**

Weinbech (2003) Chapters 8 “*Organizing*”  
Weinbech (2003) Chapters 9 “*Controlling*”

**Management Audit and Organizational Development Plan**  
**Due at beginning of class week 6 (4/8/08)**

**Week 7**  
**4/15/08**

**Human Resource Management: The Supervisor in the Middle**

Content: (a) Strategies for organizing work activities in organizations (CC2), (b) Controlling and influencing staff behavior (CC2), (c) Multiculturalism and diversity issues in management and program administration (CC5), (d) Deficit and non-deficit theories/perspectives and implications for macro-practice (CC5), (e) Task group process and coalition leadership (CC5), (f) Conflict management (CC5), (g) multidisciplinary teamwork (CC5), (h) Ethics and values in management and administration (CC6), (i) Ethical guidelines for social work managers in organizational settings (CC6), (j) Leadership collaboration in diverse communities (CC3), (k) Networking (CC5) and (l) boundary spanning (CC5)

**Required Reading:**

Brody, (2005). Chapter 10 “*Supervising Staff*”  
Brody, (2005). Chapter 11 “*Appraising and Compensating Performance*”

**Optional Reading:**

Weinbech (2003) Chapters 10 “*Leading*”  
Patti, (2000) Chapters 11 “*The Individual in the Organization: The Impact of Human Service Workers Attributes on Job Response*”  
Patti, (2000) Chapters 13 “*Managing for Service Outcomes: The Critical Role of Information*”

**Exercise:** My Buddy, the Boss...

**Web Based  
Exercise**

**Financial Knowledge and Skills** (to be completed no later than 4/15/08)

Content: (a) Managing agency budgets and finances (CC4), (b) Funding and resources procurement (grant-writing) (CC4), (c) The imperative of funding source diversification (CC4), (d) Ethical guidelines for social work managers in organizational settings (CC6)

**Required Reading:**

Brody, (2005) Chapters 12 “*Managing Agency Finances*”

Brody, (2005) Chapters 13 “*Strategic Resource Development I*”

Brody, (2005) Chapters 14 “*Strategic Resource Development II*”

Brody, (2005) Chapters 15 “*Preparing Effective Proposals*”

Brody, (2005) Chapters 16 “*Seeking Funding*”

**Optional Reading:**

Patti (2000). Chapter 6 “*Structural and Fiscal Characteristics of Social Service Agencies*”

**Week 8**  
**4/22/08**

**Innovation and Managing Change**

Content: (a) Strategic planning and management (CC1), (b) Developing action plans (CC1), (c) Community assessment protocols (CC1), (d) Conflict resolution (CC3), (e) Leadership collaboration in diverse communities (CC3), (f) The imperative of funding source diversification (CC4), (g) futuring (CC5), (h) Assessment and intervention strategies with regard to challenging decision-makers in organizations, communities, and society to be responsive to diverse client needs and assets (CC8)

**Required Reading:**

Brody, (2005). Chapter 18 “*Communication and Conflict*”

Brody, (2005). Chapter 19 “*Team Building / Coalition Building*”

Brody, (2005). Chapter 20 “*Working with a Board of Trustees*”

**Optional Reading:**

Weinbech (2003). Chapter 11 “*Other Important Management Tasks*”

Patti (2000) Chapter 22 “*Initiating and Implementing Change*”

## **FINAL EXAM**

### **Covering all Material in Course**

Final Exam will be administered during Finals Week

Date will be determined by the final exam schedule

## Management Review and Organizational Development Plan Due Week 5

A key component of social service leadership is to understand the program in which you work and the ability to identify and develop those aspects of the program which are in need of development. This two part 15 page paper (**not** including attachments) gives students the opportunity to conduct a management review and develop a plan for developing at least one component of the program which is in need of development.

The first part of the assignment students will conduct a review of the social service agency in which they are doing their field placement. It is important that the student work with their field instructor and others at the field placement to gather the necessary data to complete the review.

The management review portion of the paper should be between 8 to 10 pages of text not including the required attachments following the outline below:

- I. Agency Overview
  1. Description of the Agency
  2. Number of employees
  3. Annual budget, number of years in existence
  4. Attachment 1: Organizational Chart (does not count in page length)
- II. Evaluate the Agency mission, vision and goals
  1. Key elements in your organization's mission statement, vision and goals
  2. Is the mission statement clear, compelling, inspirational, and concise
  3. Ways the organization communicated mission to its various stakeholders
  4. Attachment 2: Copy of the agency's mission, vision and goals (does not count in page length)
- III. Assess the environment, including strengths, weaknesses, opportunities, and threats.
  1. Social, political, economic, and technological trends
  2. Stakeholder expectations
  3. Status of the agency's strategic plan
  4. Status of client relations
  5. Program design and service delivery
  6. Management Information Systems
  7. Budgeting and financial management
  8. Staffing & human resources
  9. Leadership
  10. Organization culture and change
  11. Program Evaluation
  12. Quality of working life (e.g. employee relationships and functioning)
  13. Manner in which workplace problems are addressed (e.g. discrimination, bullying & harassment)

NOTE: For each area, comment on key strengths and weaknesses in each section. Note any prior or current efforts to address any of them. Use examples to illustrate particularly strong or weak areas.

**Management Review and Organizational Development Plan  
Continued**

**IV. Student's Impression**

1. What are your overall impressions of the agency?
2. What are the areas of strengths? What are areas of weakness?
3. How do things fit together (e.g., do any of the weak areas seem connected, or are there any that may affect each other)?
4. Are there serious misalignments or problems?

From the answers you develop to the questions outlined in the "student's impression" section of the paper, students will develop a plan for an organizational change initiative to address an area in need of development. Principles of organizational change and leadership covered in readings and class should be used as appropriate. Citations of tactics, techniques, or change interventions should be used to support your plan.

The organizational change portion of the paper should be between 5-7 pages of text not including the required attachments following the outline below:

**V. Identify critical issues facing the organization**

1. What area needs attention and/or development?
2. Why does this area need attention and/or development?
3. Make sure you work with your field instructor on this section

**VI. Formulate strategic plan**

1. Determine why you want to develop a plan for your organization's future.
2. Benefits of embarking on an intensive process to address this area. (Do these clearly outweigh possible disadvantages?)
3. Goals and objectives
4. Outcomes of the change and method this change will be measured
5. Manner in which the strategic plan reflects the agency's mission and vision
6. Major priorities identified the strategic plan
7. Budget (how are the changes going to be paid for?)
8. Accountability and timetable for each critical issue

**Papers are to be typed, double-spaced, using APA format with no spelling or grammar errors. Length of paper 15-17 pages excluding attachments**

**Due at beginning of class week 6 (4/8/08)**

**Management Review and Organizational Development Plan  
 Grading Sheet**

Content Area	Points Earned	Possible Points
<b>I. Agency Overview (10%)</b>		<b>/20</b>
- Description of the Agency, Number of employees, Annual Budget, number of years in existence		
- <b>Attachment 1:</b> Organizational Chart (2.5%)		<b>/5</b>
<b>II. Evaluate the Agency mission, vision and goals (15%)</b>		<b>/30</b>
- Discussion including Key elements, clarity, ways communicated to stakeholders		
- <b>Attachment 2:</b> Copy of the agency's mission, vision and goals (2.5%)		<b>/5</b>
<b>III. Assess the environment (20%)</b> including strengths, weaknesses, opportunities & threats.		<b>/40</b>
- Social, political, economic, and technological trends, Stakeholder expectations, status of the agency's strategic plan, status of client relations, program design and service delivery, Management Information Systems, budgeting and financial management, staffing and human resources, leadership, organization culture and change, program evaluation, quality of working life, manner in which workplace problems are addressed		
<b>IV. Your Impression (10%)</b>		<b>/20</b>
- Overall impressions of the agency, areas of strengths, areas of weakness, how things fit together, identification of misalignments and/or problems		
<b>V. Identify the most critical issues facing the organization (10%)</b>		<b>/20</b>
- What area needs attention and/or development? Why does this area need attention and/or development?		
<b>VI. Formulate strategic plan (20%)</b>		<b>/40</b>
- Why develop a plan for your organization's future, benefits of embarking on an intensive process to address this area, goals and objectives, outcomes of the change and method this change will be measured, manner in which the strategic plan reflects the agency's mission and vision, major priorities identified the strategic plan, budget, accountability and timetable for each critical issue		
<b>VII. Technical aspects of your paper (10%)</b>		<b>/20</b>
- APA style, Spelling, Grammar, Headings, Page Numbers		
<b>TOTAL</b>		<b>/200</b>

**Additional Comments:**

## BIBLIOGRAPHY

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.

### **A Few Readings on Gender & Diversity Issues**

- Daly, A., (Ed.) (1998). *Workplace diversity: Issues & perspectives*. Washington, D.C.: NASW Press.
- Igelhart, A. (2000). Managing for diversity and empowerment in social services. In Patti, R. (Ed.), *The handbook of social welfare management*. Thousand Oaks, CA: Sage Publications.
- Poverny, L. (2000). Employee assistance practice with sexual minorities. *Administration in social work*, 23 (3/4). 69-91.
- Singer, T. (1995). Sexual harassment. In R. Edwards (Ed.), *Encyclopedia of social work* (19th ed., pp. 2148-2157). Washington, DC: NASW Press.

### **A Few Readings on Planning & Strategy**

- Allison, M. & Kaye, J. (2005). *Strategic Planning for Nonprofit Organizations*, 2<sup>nd</sup>ed. New York: John Wiley & Sons. .
- Brinckerhoff, P. (2000). *Social entrepreneurship: The art of mission-based venture development*. New York: John Wiley & Sons.
- Bryson, J. (2004). *Strategic Planning for Public and Nonprofit Organizations* (3rd ed). San Francisco: Jossey-Bass, Inc.
- 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.
- Kaplan, R. & Norton, D. (2001). *The strategy-focused organization: How balanced scorecard companies thrive in the new business environment*. Boston: Harvard Business School Press.
- Oster, S., Massarsky, C., & Beinhacker, S., Eds. (2004). *Generating and sustaining nonprofit earned income: A guide to successful enterprise strategies*. San Francisco: Jossey-Bass.

**A Few Readings on Nonprofit & Public Sector Marketing**

- Brinckerhoff, P. (1998). *Mission-based marketing*. San Francisco: Jossey-Bass.
- Ewing, M., Ed. (2001). *Social Marketing*. New York: The Haworth Press.
- Herron, D. (1997). *Marketing nonprofit programs and services*. San Francisco: Jossey-Bass.
- Kotler, P. & Andreasen, A. (2003). *Strategic Marketing for Non Profit Organizations (6th Edition)*. Upper Saddle River, NJ: Prentice Hall.
- Stern, G. (2001). *Marketing workbook for nonprofit organizations. Volume I: develop the plan*. St. Paul: Amherst Wilder Foundation.
- Stern, G. (2001). *Marketing workbook for nonprofit organizations. Volume II: mobilize people for marketing success*. St. Paul: Amherst Wilder Foundation.

**A Few Readings on Leadership**

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