

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

SW 539- Leadership Skills and Knowledge for Advanced Social Work Practice
Section 001, **Spring 2009 (2 credit hours)**
(Second Session)

Instructor:	Dr. S. L. Bowie	Class Times:	Wed, 9:05 am -1:20 pm
	Associate Professor	Location:	Henson Hall, Room 209
Office:	326 Henson Hall	Office Hours:	Th, 11:35 AM-1:30 PM,
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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)

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*, 2008).

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 227 Dunford Hall (865-974-6087). This will ensure that you are properly registered for services.

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 (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: 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, 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: 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, 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: 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 (Diversity C.1; Policy C.2) (*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 (Practice C.3; EBP C.4; Diversity, C.2). (*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 (Values/ ethics C.1). (*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 (Diversity C.2; Policy C.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. (Policy C.4; Values/Ethics C.4; Diversity- C.2, C.4) (*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 growth, 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 complex and interactive “virtual” group simulation project in a timely manner;**
- **Demonstrated ability to prepare for and actively engage in high-level, directed discussions and dialogue regarding past and current leadership issues in human services, and their impact on the public-at-large.**

Required Textbook:

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Course Structure and Organization of Learning Modules.

The class will meet one time per week for a period of four hours and 15 minutes. Most course content will be provided through interactive lecturates combined with Power Point class presentations by the instructor. The Power Point slides will include content from the supplemental readings cited, as well as current scholarly literature and research on leadership, leadership issues, and how they relate to the social work profession. The Power Point slides will be provided to the class electronically and *students are responsible for knowing the information.*

Each class period will be structured into three time-limited “Learning Modules” that represent compartmentalized instructional segments on specified course content. The duration of each of the three weekly Learning Modules is as follows:

Learning Module 1:	9:05 – 10:15	(1:10)
Learning Module 2:	10:20 – 11:30	(1:10)
Break	11:30 – 12:00	30 min.
Learning Module 3:	12:00 – 1:20	(1:20)

Recommended/Supplemental Readings:

- 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. (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.
- 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. (2006). *The practice of macro social work* (3rd ed.). Chicago: Nelson-Hall.
- Ginsberg, L., & Keys, P. R. (Eds.). (1995). *New management in human services*. Washington, DC: NASW Press.
- Kettner, P.M. (2002). *Achieving excellence in the management of human service organizations*. Boston: Allyn and Bacon.
- 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. (2004). *Social work macro practice* (3rd ed.). Boston: Allyn & Bacon.
- 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. (2008). *The social worker as manager: A practical guide to success* (5th ed.). Boston, MA: Pearson.

Course Requirements, Assignments, and Grading:

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

<u>Event(s)</u>	<u>% of Grade</u>	<u>Date/Due</u>
Leadership Assessment/Analysis Paper	20%	Mar 25
Examination I	20%	April 2
VCLS Action Plan	10%	April 8
Virtual Community Leadership Simulation (VCLS)	25%	April 15
Peer Review Group Evaluation	15%	April 22
Exam II	10%	April 22

Total = 100%

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

Students are responsible for writing and submitting individual term papers for this assignment. The A/A is a critical thinking exercise that integrates leadership concepts and models with student perceptions of leadership reality. Students will analyze a current leader from the public, private, or political sector, as well as assess their own leadership style. The target for analysis must be a well-known national or international leader who has been “in the news” from the public, private, political, military, or private, non-profit sector. Detailed assignment specifications will be provided during the first class session.

The Leadership Assessment and Analysis term paper addresses 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.*

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 use a word processing program with spell check, proof read your work. The usage of the Publication Manual of the American Psychological Association (5th 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 in the final A/A term paper grade. Grading criteria for term papers will include, but not be limited to:

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

Examinations I and II: (Exam (20%) and Exam II (10%) of final grade)

Examination #1 will cover material from weeks #2 - 5, 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 will cover material from weeks #6 - 8, 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.*

The class examinations will be administered on Apr 2 and on April 22, 2009. Examination I will cover course material from weeks 2-5, and Examination II will cover course material from weeks 6-8. The format for the examinations may be true/false, multiple choice, definitions, short answer questions, and/or extended essay questions.

Virtual Community Leadership Simulation (VCLS) (25% of final grade)

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 a real urban community scenario that occurred in the past: “Welfare Nightmare in Miami-Dade County, Florida.” The case study is a fictional macro practice scenario about public welfare, intergovernmental relations, community intervention, problem-solving, and program design. Students will be assigned to groups or teams who represent different stakeholders. All students will be provided with contextual information for each of their assigned characters or interest groups, and they will simulate those characters or interest groups during a simulated Miami-Dade County Commission Meeting to be held on April 15, 2009. The “virtual” nature of this experiential exercise will require and enhance critical thinking, planning, political analysis, public speaking, and teamwork, and it will provide students with unique insight into advanced leadership nuances, and the many different dynamics associated with community-level analysis and interventions. All characters in the VCLS will be provided with scenario-specific challenges to be addressed at the County Commission meeting. The event will be videotaped by the instructor. Detailed assignment specifications will be provided during the first class session. 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 a group project.

Group Meetings - Each group will be required to maintain a detailed record of group meetings, attendance, and indicate what tasks were completed by whom. The instructor will hold 1-2 meetings with each group to assure adequate progress on the group assignment.

VCLS Action Plan (10% of final grade)

All students will submit a detailed outline of their action plan for the Commission meeting one week before the Commission Meeting. 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 (all students will have major public speaking roles in the VCLS).

The VCLS and Action Plan Development addresses the following course competencies:

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-----Analyze the organizational, political, economic and cultural factors that influence stability and change.

Peer Review Group Evaluation: (15% of final grade).

The College of Social Work engages in a deliberate process of developing social work practitioners who are committed to continuous development of professional self. With that goal in mind, all team members will be accountable to their peers in terms of how well they handle their tasks, duties, and responsibilities related to the VCLS. At the end of the semester, each team member will conduct an anonymous Peer Review Evaluation

Rating of each of their other team members that addresses the following:

- Extent of participation at **group meetings**, including attendance and punctuality;
- Extent of active involvement in planning the **VCLS Project**;
- Extent of active involvement in completing the **VCLS Project**.
- Extent that member handled **overall responsibilities** (i.e., “carried their weight”) with VCLS preparation and implementation in a professional and responsible manner.

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

***Week 1 No Class This Week**

*First week of the second session of the Spring Semester

**Week 2
Wed, Mar 4**

Learning Module #2.1 (9:05-10:15)

- Introductions and course detail
- Review of course syllabus, assignment specifications, etc.
- VCLS group assignments

Learning Module #2.2 (10:20-11:30)

- **Overview of leadership in social work and social welfare**
- **Leadership/management theory**
- **Interdisciplinary teams/issues**
- **The Scientific method and social work intervention**
- **The role of Ideology/belief systems in leadership**

Learning Module 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 Readings:

Bowie et al., Voices from the welfare vortex: A descriptive profile of urban, low-income women on the eve of devolution

Brody, Chap 9, Handling communications and conflict.

Weinbach, Chap 3, Historical origins of current approaches. Chap 2, The context of human service management. Chap. 4, Planning. Chap, 8, Organizing. Chap 9, controlling.

Kettner, Chap 2. Developing a theory for the management of human service organizations.

Kirst-Ashman & Hull, Chap 3, Using micro skills in the macro environment. Chap 4, Group skills of organizational and community change.

Kouzes & Posner, Chap 1, The practices and commitments of exemplary leadership.

Netting et al., Chap 4. Organizations as arenas of change.

Lum, Chap 4. Social work knowledge and theory.

Sowers and Rowe, Chap 2, Social work throughout the world.

Learning Module #2.3 (12:00 – 1:20)

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

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, Chap 1, Leading the organization. Chap 11, Organizational structure and processes. Chap 14. Organizational leadership and supervision. Chapter 6, Setting doable objectives.

Brueggemann, Chapter 11, The practice of social work administration

Tsui, *Social Work Supervision*

Bowie, 2001. Privatized management in urban public housing communities.

Kettner, Chap 4. Using structure to facilitate and support achievement of the agency's mission.

Week 3

Wed, Mar 11

Learning Module #3.1 (9:05-10:15)

- **Core values of the social work profession**
- **Diversity and social work values in organizations and communities**

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 Readings:

Ginsberg & Keys, Chap 4. The politics of human services administration.

Manning, Chap 1, The essence of ethical leadership. Chap 2, The context for ethical leadership.

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

National Association of Social Workers, *Code of Ethics*

Learning Module #3.2 (10:20-11:30)

- **Organizational problem-solving and change tactics**
- **Community problem-solving and change tactics**
- **Promoting social/economic justice**
- **Talking a stand against discrimination and oppression**

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, Chap 5, Problem-solving. Chap 3, Designing and developing consumer-oriented programs. Chap 5, Strategic planning. Chap 7, Agency-environment relations: Understanding task environments. Chap 11, Organizational structure and processes. Chap 14. Organizational leadership and supervision. Chapter 6, Setting doable objectives.

Brueggemann, Chapter 2, Social problems: The Challenge of macro social work. Chap 3, Rational problem-solving and social thinking. Chap 10, the practice of social work program development.

Netting et al., Chap 5, Understanding communities. Chap 6, Analyzing communities.

Chap 9, Changing macro systems.

Chap 11, Planning, implementing, monitoring, and evaluating the (macro) intervention.

Weinbach, Chap 4, Planning.

Learning Module # 3.3 (12:00 – 1:20)

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

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, Chap 2, Developing and coordinating human services. Chap 3, Designing and developing consumer-oriented programs. Chap 5, Strategic planning. Chap 8, The practice of community organization. Chap 9, Handling communities and conflict. Chap 21, Developing and coordinating human services.

Brueggemann, Chapter 8, the practice of community organization.

Ginsberg & Keys, Chap 7, managing the new multicultural workplace. Chap 8, Women and social work management.

Kettner, Chap 5, Using job and work design creatively to achieve maximum employee performance.

Perlmutter et al., Chap 6, Supporting diversity.

Weinbach, Chap Chapter 5, Creating and managing diversity.

Week 4
Wed, Mar 18

Spring Break

Week 5
Wed, Mar 25

Attn: Leadership Assessment/Analysis Term Paper Due Today

Learning Modules #5.1 and #5.2 (9:05-11:30)

- **Skills for financial management in organizations**
- **Resource procurement and grant-writing**
- **Expenditure analysis**
- **Marketing for diverse client systems**
- **Funding diversification**

Learning Module Content: (a) managing agency budgets and finances, (b) funding and resources procurement (grant-writing), and (c) the imperative of funding source diversification

Supplemental readings:

Brody, Chap 16, Preparing effective proposals.

Brueggemann, Chapter 10, The practice of social work program development.

Kettner, Chap 8, Managing resources to support excellence (budgeting issues in human services).

Learning Module #5.3 (12:00 – 1:20)

- **VCLS preparation and group meetings**
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Week 6

Wed, Apr 2

Attn: Examination I Today (See Below)

Learning Module #6.1 (9:05-10:15)

- **Organizational, political, and cultural factors that influence stability and change in American society.**

Learning Module 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.

Supplemental Readings:

Brody, Chap 1, Leading the organization
Ginsberg & Keys, Chap 4, the politics of human service organizations.
Netting et al., Chap 3, Understanding problems and populations. Chap 6, analyzing
Communities.

Learning Module #6.2 (10:20-11:30)

- Exam #1

Learning Module #7.1 and #7.2 (12:00-1:20)

- Cultural diversity in organizations and communities
- The impact of cultural diversity on management, macro-level interventions and resources, and program development.

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.

Supplemental Readings:

Weinbach, Chap 5, 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.*

Lum, Chapter 2, People of color

Week 7

Wed, Apr 8

**No Class Today,
Mandatory VCLS Prep and Group Meeting Day**

*** Attn: *Individual VCLS Action Plans Due Today* ***

Week 8
Wed, Apr 15

Integrative Class/Group Projects implementation Today:
Virtual Community Leadership Simulations (VCLS).
Tentative location: University Center

Learning Modules 8.1, 8.2, and 8.3 will be used for this participatory class exercise (9:05 am-1:20 pm). Students will be assigned to represent various groups at a simulated County Commission meeting.

Week 9
Wed, Apr 22 (Last class of Spring semester)

Attn: Exam II Today (See Below)

Learning Modules #9.1 and #9.2 (9:05-11:30)

- VCLS Analysis
- Course Evaluations

Learning Module #9.3 (12:00 – 1:20)

Exam #2

Additional 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.

Gender and 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.

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. (2000). Beyond affirmative action: Toward a model of diversity and organizational inclusion. In M. E. Mor Barak & D. Bargal (Eds.), *Social services in the workplace: Repositioning occupational social work in the new millennium* (pp. 47-68). New York: The Haworth Press, Inc.

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.

Planning and Strategy

Allison, M. & Kaye, J. (2005). *Strategic Planning for Nonprofit Organizations*, 2nded. 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.

Nonprofit and 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.

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.

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.

Buckingham, M. & Coffman, C. (1999). *First, break all the rules*. New York: Simon & Schuster.

Buckingham, M. & Clifton, D. (2001). *Now, discover your strengths*. New York: The Free Press.

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