

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

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

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

**2008-2009 ACADEMIC YEAR
SPRING SEMESTER, SECOND SESSION
MONDAYS: 1:30-5:30 PM
TUESDAYS, 5:30-9:30 PM**

**MUAMMER CETINGOK, PhD
INSTRUCTOR**

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 2227 Dunford (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: Social problem identification and problem-solving strategies; Definition and types of planning 3. Strategic planning and management 4. Program design and development 5. Developing action plans. Meeting strategies. 6. Community assessment protocols. 7. 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: 1. Definitions and functions of management 2. Management as an evidence-based process 3. Comparisons of private, non-profit human service organizations and private businesses 4. Strategies for organizing work activities in organizations 5. 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; recognizing the importance of difference in shaping life experiences*).
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*).

COURSE REQUIREMENTS

The SW 539 course will include lectures by me, class interaction and discussions, exercises, and management simulations and community planning practice and presentations by you. All teaching aids including Blackboard could be used in the conduct of this course.

This is a two-credit/hour course. You are expected to successfully complete the following individual and group assignments:

Individual Requirements:

You will have two individual assignments: 1) Readings, 2) Two exams.

1. Readings:

Competencies: readings will enable you to get exposed to all the competencies and the contents of the course in terms of theories and substance of leadership and management. You are therefore, to meet all the competencies and cover all the contents of the course as repeated below by way of your readings.

Competency: 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 3. Strategic planning and management 4. Program design and development 5. Developing action plans. Meeting strategies. 6. Community assessment protocols. 7. Community interface strategies*)

Competency: 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:** *1. Definitions and functions of management 2. Management as an evidence-based process 3. Comparisons of private, non-profit human service organizations and private businesses 4. Strategies for organizing work activities in organizations 5. Controlling and influencing staff behavior*).

Competency: 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; recognizing the importance of difference in shaping life experiences*).

Competency: 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*)

Competency: 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)

Competency: 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)*

Competency: 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)*

Competency: 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).*

Contents of the reading assignment: As your required readings, you will complete your readings of the required textbook as well as ten articles from the supplemental references and bibliography you are given in this course syllabus / outline. Your supplemental readings are alphabetically listed under each session. You must at least select, read and then abstract ten articles from your supplemental readings. You also will read one supplemental book of your choice for the duration of the course. You will be asked to submit the title of this book in the mid-term exam. You also will be asked to turn in five article abstracts at the time of mid-term and end-of-term exams for a total of ten abstracts and one book listing submitted by the end of the duration of the course. You will not abstract the supplemental book reading but you will be asked a question about its content in the end-of-term exam.

You are also to read at least one daily newspaper or a weekly news magazine to follow and observe significant leadership. Managerial / administrative events in your macro environment, including but not limited to your field agency and/or workplace. You are expected to participate in all class discussions.

Also, as part of your routine review of current events, you must enter and review at least five web sites linking you to leadership skills and knowledge in general and, diversity in particular. You will need to type all the terms beginning with leadership skills and diversity and followed by all diversity categories to broaden your understanding of both. Also, Phillips and Straussner (2002) give you an excellent explanation on diversities in their book, *Urban Social Work*. (Phillips, N.K. & Straussner, S.L.A. (2002). *Urban social work: An introduction to policy and practice in the cities*. Boston: Allyn and Bacon.). You are expected to be ready to discuss one of these links as to what it reports to you on leadership and diversity with respect to one or more of the diversity categories in the context of management/administration.

I would like you to know that your overall success in this course is heavily dependent on your reading assignments. Therefore, I would strongly advise you to read regularly in order to be ready to import your knowledge into your exams and other assignments, and ultimately into your practice.

Rules for grading the reading assignment: I will grade and give you explicit credit only for your abstracts. You will abstract the articles you have read using the APA manual. For each abstract accurately completed, you will receive 10 points, for a total of 100 points for 10 abstracts. The first five of these abstracts will be attached to the mid-term exam and will be graded at that time. The second five of these abstracts will be attached to the end-of-term exam and will be graded at that time. Total grade for abstracts will comprise 20% of your overall course grade.

2. Exams:

You will take **mid-term** and **end-of-semester** written examinations.

Exams test your competencies and contents in terms of understanding theories and practices of leadership and management / administration.

Competencies and contents to be covered by the questions and expected to be reflected by your answers in the mid-term exam are:

Competency: 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 3. Strategic planning and management 4. Program design and development 5. Developing action plans. Meeting strategies. 6. Community assessment protocols. 7. Community interface strategies)*

Competency: 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:** *1. Definitions and functions of management 2. Management as an evidence-based process 3. Comparisons of private, non-profit human service organizations and private businesses 4. Strategies*

for organizing work activities in organizations 5. Controlling and influencing staff behavior)..

Competency: 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; recognizing the importance of difference in shaping life experiences).*

Competencies and contents to be covered by the questions and expected to be reflected by your answers in the end-of-term exam are:

Competency: 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)*

Competency: 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)*

Competency: 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)*

Competency: 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)*

Competency: 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).*

Rules for grading the exams: Examination contents are from the required readings and lecture notes. Each exam will also have an attachment of five article abstracts, and the end-of-term exam will also include the title of the supplemental textbook reading. Each abstract will be graded as explained above. Each exam will be graded on a 0-100 point scale, and each complete and accurate answer will earn an equal share of the total 100 points depending on the number of questions.

Make-up exams will not be given unless there is an emergency. **Exam dates will be identified during the first class session. [Please insert the dates here:**

Mid-term: _____ **End-of-term:** _____]

Group Requirement:

You will do a group project involving an area of management/administrative practice and leadership of your choice.

Competencies and contents to be learned and exercised by the completion of this assignment are:

Competency: 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:** *1. Definitions and functions of management 2. Management as an evidence-based process 3. Comparisons of private, non-profit human service organizations and private businesses 4. Strategies for organizing work activities in organizations 5. Controlling and influencing staff behavior*)..

Competency: 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; recognizing the importance of difference in shaping life experiences).

Competency: 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*)

Competency: 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*)

Competency: 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*)

Competency: 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*)

Competency: 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).*

Rules for grading the group project: You will present your project and write a group paper based on this presentation. This paper should have a range of 20-25 double spaced pages, excluding the references cited, using the APA manual. You will develop an outline for your presentation for the coverage of the area of management/administrative practice and leadership of your choice and will earn an initial **30 points** for this outline when approved by me during the process. Then, you will develop the substantive content of your outline. You will earn an additional **50 points** for this part your presentation if and when done accurately and comprehensively. Finally, in completing this assignment, you will also write a section with particular attention to diversity, social and economic justice, and ethical issues and concerns as they relate to your chosen area. You will get **20 points** for this section of your presentation if and when done accurately and comprehensively. Thus, you will potentially earn a group grade of **a total of 100 points** from your assignment, which will be equally applied to you individual overall grade by assigning each of you the same grade as the group grade. Instructions will be given to you concerning how to complete this project during the first session. Groups will be formed on a random drawing basis during the first class session. **Presentation dates will be identified also during the first session. Paper version of the presentation is due in two days from the date of presentation. [Please insert your group's presentation date here: _____]**

Course Rules

All assignments are to be completed and due on the dates specified. Late completions will not be accepted unless there is an emergency. Written assignments are to be typed, and double-spaced, 12- font, using the APA style manual. All references cited must also be APA style.

Class participation is graded on the basis of sharing, concern, and commitment for what goes on in class. You will also be grading your own and other group members' efforts with respect to the group project. Although class attendance is not a requirement, I shall expect you to be present at all class sessions since they are closely interrelated. Please notify me in case of absences and emergencies.

Written assignments (abstracts and group paper based on presentation) are evaluated on the basis of its organization, clarity, internal consistency, and flow of information.

Exam outcomes will be graded in accordance with the instructions you will be given with each test.

You are free to have discussions with me as your instructor, anytime and as many times as you want, in person or via phone, e-mail, and fax communications, in relation to any of your assignments and your progress in the course. I will also do the same with you provided that I have your phone, e-mail, and fax information available to me.

My phone numbers are: Front desk: (901) 448-4463; Office (direct) (901) 448-4479; Home: (901) 755-5032. You can also leave messages at the front desk if I am not in my office.

E-mail address is:
mcetingok@utk.edu

The College's fax number is: 448-4850.

For in-person discussions, my office hours are posted on the office door. You are very much encouraged to make appointments with me, ahead of time if possible, for me to fully attend to your time requests. I shall also try to meet with you off-office hours provided that the circumstances warrant our meetings or there is an emergency. You are expected to check with me.

Grading:

Assignments will have the following weights as to the final grade:

Readings (Abstracts)	20%
Mid-term/End-of-term exams (25% each)	50%
Presentation (Oral and paper versions-Group=20%; Individual=10%)	30%

(Presentation group grade is based on the average of both the instructor's and your ratings (i.e., peer evaluation) of the oral presentation and the instructor's rating of the written version of the presentation. Presentation individual grade is based on your assessments of the overall contributions of each and every member of your own group to the accomplishment of the presentation.)

The grade scale used is as follows:

Below 72.9	D
73 - 77.9	C
78 - 82.9	C+
83 - 87.9	B
88 - 93.9	B+
94 - 100	A

All of your assignments will first be graded numerically and then converted to the letter grades within the ranges given above.

TEXTS:

Required:

Brody, R. (2006). *Effectively Managing Human Service Organizations*. (3rd Eds.), Thousand Oaks, Ca.: Sage.

Supplemental:

Netting, F., Kettner, P. & McMurty S. (2008). *Social work macro practice* (4th Ed.). Boston: Pearson.

National Association of Social Workers. *Code of ethics*, <http://www.csw.utk.edu>

COURSE CALENDAR (SESSIONS), OUTLINE (COMPETENCIES AND CONTENT) AND READINGS

Session 1. ...Organization, administration, and strategic planning and community change tactics...

Competency: 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 3. Strategic planning and management 4. Program design and development 5. Developing action plans. Meeting strategies. 6. Community assessment protocols. 7. Community interface strategies)*

Readings:

Required text. Chs. 2, “Strategic Planning”
3, “Designing and Developing Consumer-Oriented Programs”
4, “Implementing Action Plans”
5, “Problem Solving”
17, “Meeting Strategies”

Dziegielewski, S & Holliman, D.C. (2001). Managed care and social work: practice implications in an era of change. *Journal of Sociology and Social Welfare*, 28(2), 125-139.

- Elise J. Bolda, E.J., Saucier, P., George L. Maddox, G.L., Wetle, T., & Lowe, J.I. (2006). Governance and Management Structures for Community Partnerships: Experiences From the Robert Wood Johnson Foundation's Community Partnerships for Older Adults Program. *The Gerontologist*, 46,391-397.
- Gambrill, E. (1997). "Critical Thinking". In Eileen Gambrill, *Social work practice: A Critical Thinker's Guide* (pp. 125-150). New York: Oxford University Press.
- Hasenfeld, Y. Ed. (1992). *Human services as complex organizations*. Newbury Park: Sage Publications, Chs. 1-2.
- Hasenfeld, Y., (1995). Analyzing the human service agency. In J.E. Tropman, J.L. Erlich & J. Rothman (Eds.), *Tactics and techniques of community intervention* Itasca, IL: F.E. Peacock Publishers, Inc. 35-46.
- Lesky. S., O'Sullivan, E., & Goodman, B. (2001). Local public-nonprofit partnerships: Getting better results. *Policy and Practice*. 59(3), 28-32.
- Moller-Tiger, D. (1999). Long-range strategic planning: A case study. *Healthcare Financial Management*, 53(5), 33-35.
- Netting, F., Kettner, P. & McMurty S. (2008). *Social work macro practice* (4th Ed.). Boston: Pearson.
- Chs. 3, Understanding community and organizational problems
 - 4, Understanding populations
 - 7, Understanding organizations
 - 8, Assessing human service organizations.
 - 9, Building support for the proposed change
 - 10, Selecting appropriate strategies and tactics
 - 11, Planning, implementing, monitoring, and implementing the intervention
- Parsons, R.J., Hernandez, S.H., & Jorgensen, J.D. (1995) Integrated practice: A framework for problem solving. In J. Rothman, J.L. Erlich, & J.E. Tropman (Eds.), *Strategies of community intervention* (pp. 195-203). Itasca, IL: F.E. Peacock Publishers, Inc.
- Pawlak, E.J. & Vinter, R.D. (2004). *Designing & planning programs for nonprofit & government organizations*. San Fransico, Ca.: Jossey-Bass. (Glance through the book.)
- Prince, J. & Austin, M.J. (2001). Innovative programs and practices emerging from the implementation of welfare reform: A cross-case analysis. *Journal of Community Practice*. 9(3), 1-14.
- Thompson, J., Menefee, D, & Marley, M. (1999). A comparative analysis of social workers' macro practice activities: Identifying functions common to direct practice and administration. *Journal of Social Work Education*, 35(1), 115-124.
- Tucker, D.J., Baum, J. and Singh, S. The institutional ecology of human service organizations. In Y. Hasenfeld, Ed.1992. *Human services as complex organizations*, Newbury Park: Sage Publications.
- Wuenschel, P.C. (2006). The diminishing role of social work administrators in social service agencies: Issues for consideration. *Administration in Social Work*, 30(4), 5-18.

Session 2. ... Management practices...

Competency: 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:** 1. Definitions and functions of management 2. Management as an evidence-based process 3. Comparisons of private, non-profit human service organizations and private businesses 4. Strategies for organizing work activities in organizations 5. Controlling and influencing staff behavior).

Readings:

Required text. Chs. 1, “Leading the Organization”

6, “Time Management”

7, “Finding and Keeping Productive Employees”

8, “Managing Employment Challenges”

9, “Humanizing the Organization”

10, Supervising Staff”

11, “Appraising and Compensating Performance”

20, “Working with the Board of Trustees”

Amoako, A.Y. (2005). The role of voluntary organizations in the care of the elderly in Norway. *Journal of Aging and Social Policy*, 17(1), 83-102.

Austin, M.J., Coombs, M. & Barr, B. (2005). Community-centered clinical practice: Is the integration of micro and macro social work practice possible? *Journal of Community Practice*, 13(4), 9-30.

Brager, G. & Holloway, S. (1992). Assessing prospects for organizational change: The uses of force field analysis. *Administration in Social Work*, 16(3/4), 15-28.

Carrilio, T. (2005). Management information systems: Why are they underutilized in the social services? *Administration in Social Work*, 29(2), 43-61.

Hillier, A. Wernecke, M.L., McKelvey, H. (2005). Removing barriers to the use of community information systems. *Journal of Community Practice*, 13(1), 121-139.

Iecovich, E. & Bar-Mor, H. (2007). Relationships between chairpersons and CEOs in nonprofit organizations. *Administration in Social work*, 31(4), 21-

Johnson, M. & Austin, M.J. (2006). Evidence-based practice in the social services: Implications for organizational change. *Administration in Social Work*, 30(3), 75-104.

Kluger, M. P. (2006). The program evaluation Grid: A planning and assessment tool for nonprofit organizations. *Administration in Social Work*, 30(1), 33-44.

Mann, W. M. (1997). Portraits of social service programs for rural sexual minorities. *Journal of Gay and Lesbian Social Services*, 7(3), 95-103.

Mary, N.L. (2005). Transformational leadership in human service organizations. *Administration in Social Work*, 29(2), 105-118.

Patti, R.J., Poetner, J. & Rapp, C.A. (Fall/Winter 1987). Managing for service effectiveness in social welfare organizations. *Administration in Social Work* (entire issue), 11(3/4).

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- Steen, J.A. & Smith, T. E. (2007). An assessment of the minimization of risk and the maximization of opportunity among private nonprofit agencies in Florida. *Administration in Social Work*, 31(3), 29-39.
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Session 3. ... Teams, collaboration, coordination... environment...

Competency: 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; recognizing the importance of difference in shaping life experiences).*

Readings:

Required text. Ch. 9, "Humanizing the Organization" (re-read)

- Cetingok, M. (1988). Simulation Group Exercises and Development of Interpersonal Skills: Social Work Administration Students' Assessment in a Simple Time Series Design Framework. *Small Group Behavior*, 19 (3), 395-404.
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- Jenning, L.B., Parra-Medina, D.M., Messias, D.K.H., & McLoughlin. (2006). Toward a critical social theory of youth empowerment. *Journal of Community Practice*, 14(1/2), 31-55.

- Jones, J.M. (2006). Understanding environmental influence on human service organizations: A study of the influence of managed care on child caring institutions. *Administration in Social Work*, 30(4), 63-90.
- Stewart, W.F. (2001). Social work empowerment: Race, gender, and class factors. *Race, Gender, and Class*, 7(4), 91-98.
- Krueger, R.A. (1994). *Focus groups: A practical guide for applied research*. Thousand Oaks, CA: Sage.
- Moore, C. (1987). *Group techniques for idea building*. Newbury Park: Sage Publications, Introduction; nominal group technique; Idea writing Chs. 1-3.
- Netting, F., Kettner, P. & McMurty S. (2008). *Social work macro practice* (4th Ed.). Boston: Pearson. Ch. 9, Building support for the proposed change
- Netting, F.E. & O'Connor, M.K. (2005). Lady boards of managers: Subjugated legacies of governance and administration. *Affilia*, 20(4), 448-464.
- Waysman, M. & Savarya, R. (2004). Coalition-based social change initiatives: Conceptualization of a model and assessment of its generalizability. *Journal of Community Practice*, 12(1/2), 123-143.
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Session 4. Mid-Term Exam (First Half)

Session 4. ...Financial management... (Second Half)

Competency: 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*

Readings:

- Required text. Chs. 12, Managing Agency Finances”
13, “Strategic Resource Development I”
14, “Strategic Resource Development II”
15, “Preparing Effective Proposals”
16, “Seeking Funding”

Anonymous. Financial software shares a wealth of knowledge for city: Pasadena, Calif., provides access to the finance department's records. (2004). *American City and County*, 119(1), 38.

- Browse the following website for the Principles and Practices for Nonprofit Excellence:[http://www.mncn.org/pnp_doc.htm].
- Browse the following website for Ethics and Public Budgeting and Financial Management by Southern Public Administration for Education Foundation: [http://www.paef.com/GVER_PUB/V1n3_smith.html].
- Financial Management*, (1993). "Financial management real world: Issues solutions" 22(2): 24-30.
- Holsapple, C.W., Tam, K. Y., & Whinston, A.B. (1988). Adopting expert system technology to financial management. *Financial Management*, 17(3): 12-22.
- Hudson, J. W., and Roper, R. (1990). Association finances: Making do with dues targeting dues to core programs. *Association Management*, 42(2): 97-100, 209.
- Jackson, N. J. (1989/90). Financial management issues facing state and local governments. *Government Accountants Journal*, 38(4): 30-32.
- Kapur, K. & Weisbrod, B.A. (2000). The roles of government and nonprofit suppliers in mixed industries. *Public Finance Review*. 28(4), 275-308.
- Kramer, Ralph M. (1994). Voluntary agencies and the contract culture: Dream or night-mare? *Social Service Review*, 68(1): 33-60.
- Kettner, P. Martin, L. (1993). Performance, accountability, and purchase of service contracting. *Administration in Social Work*, 17(1): 61-79.
- Penner, R.G. (1998). A brief history of state and local fiscal policy. *Series A, No. A-27, October, 1998*. Washington, DC: Urban Institute. Available at [<http://www.urban.org>].

Session 5... Principles of leadership and management...

Competency: 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*

Readings:

Required text. Chs. 18, “Improving Communications and Handling Conflicts”
19, “Team Building and Coalition Building”

Blake, R. R. and McCause, A. A. (1991). “Leadership dynamics: How to transform resources into results; The grid: A framework for understanding leadership style”. In Robert R. Blake and Anne Adams McCause, *Leadership dilemmas-grid solutions*, , pp.1-50. Houston, TX: Gulf Publishing Company.

- Galambos, C. M., & Hughes, S. L. (2001). Using political and community activism to develop leadership skills in Women. *Race, Gender & Class*, 7(4), 18-35.
- Mary, N.L. (2005). Transformational leadership in human service organizations. *Administration in Social Work*, 29(2), 105-118.
- Menefee, D.T. & Thompson, J.J. (1994). Identifying and comparing competencies for social work management: A practice driven approach. *Administration in Social Work*, 18(3), 1-25.
- Reilly, T. (2007). Management in local governments: An evolving landscape. *Administration in Social Work*, 31(2), 49-62.
- Reisch, M. & Taylor, C.L. (1983). Ethical guidelines for cutback management: A preliminary approach. *Administration in Social Work*, 7 (3/4): 59-72.

Session 6... Values and ethics... diversity within management...

Competency: 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)*

Competency: 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)*

Readings:

- Required text. Chs, 8, “Managing Employment Challenges” (re-read)
9, “Humanizing the Organization” (re-read)

- Anonymous. (1999). Standards of ethical conduct for practitioners of management accounting and financial management. *Strategic Finance Magazine*, 80(10): 72.
- Arnold, V., Lampe, J.C., and Sutton, S.G. (1999). Understanding the factors underlying ethical organizations: Enabling continuous ethical improvement. *Journal of Applied Business Research*, 15(3): 1-20.
- Cetingok, M & Rogge, M. (2001). Turkey’s Southeast Anatolia Project (GAP), environmental justice, and the role of social work, *Social Development Issues*, 23(3), 12-17.

- Congress, E. P. (1999). "Ethical Dilemmas in Supervising and Managing". In Elaine P. Congress. *Social Work Values and Ethics: Identifying and resolving professional dilemmas* (pp. 141-150). Chicago: Nelson-Hall.
- National Association of Social Workers. *Code of ethics*, <http://www.csw.utk.edu>
- Gummer, B. (1998). Current perspectives on diversity in the workforce: How diverse is diverse? *Administration in Social Work*, 22(1), 83-100.
- Lewis, H. (1988). Ethics and the management of service effectiveness in local welfare. *Administration in Social Work*, *11*(3/4): 271-284.
- Manning, S.S. (1997). The social worker as a moral citizen: Ethics in Action. *Social Work*, *42*(3): 223-230.
- Moller-Tiger, D. (1999). Long-range strategic planning: A case study. *Healthcare Financial Management*, *53*(5), 33-35.
- No author. (1990). Ethics in Government. *Update on Law Related Education*, *14*(2), 30-32.
- Patti, R. (2003). Reflections on the state of management in social work. *Administration-in-Social-Work*. *27*(2): 1-11.
- Reamer, F.G. (2000). The social work ethics audit: A risk-management strategy. *Social Work*, *45*(4): 355-366.
- Reisch, M. & Taylor, C.L. (1983). Ethical guidelines for cutback management: A preliminary approach. *Administration in Social Work*, *7* (3/4): 59-72.
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- Wineburg, M. (1998). Ethics, managed care, and outpatient psychotherapy. *Clinical Social Work Journal*, *26*(4): 433-443.
- Winegar, N. (1993). Managed mental health care: Witkin, S.L. (2000). Ethics-R-Us. *Social Work*, *45*(3): 197-200.
- Witkin, S. MacNair, R. H., Fowler, L., & Harris, J. (2000) "The Diversity Functions of Organizations that Confront Oppression: The Evolution of Three Social Movements". *Journal of Community Practice*, 7(2), 71-88.
- Mulroy, E.A. (2004). Theoretical perspectives on the social environment to guide management and community practice: An organization-in-environment approach. *Administration in Social Work*, *28* (1), 77-96.
- Xu, Q., Gao, J., & Yan, M.C. (2005). Community centers in urban China: Context, development, and limitations. *Journal of Community Practice*, *13*(3), 73-90.

Session 7. Organizational, political, economic and cultural factors; stability and change...

Competency: 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).*

Readings:

- Cetingok, M. and Rogge, M. (2006). Democratic Models and Social Development. *Social Development Issues* , 28(3), 1-15.
- Chernesky, R.H. & Bombyk, M.J. (1995). Women's ways and effective management. In J.E. Tropman, J.L. Erlich & J. Rothman (Eds). *Tactics and techniques of community intervention*, (pp. 232-239). Itasca, IL: F.E. Peacock Publishers, Inc.
- Halseth, J.H. (1993). Infusing a Feminist Analysis into Education for Policy, Planning, and Administration. In Mizrahi, T. and Morrison, J.D. *Community organization and social administration*. (pp. 225-241). New York: Haworth.
- Hoff, M.D. & McNutt, J.G. (1994). *The global environmental crisis: Implications for social welfare and social work*. Aldershot, England: Avebury.
- Iglehart, A.P. & Becerra, R.M. (1995). Service delivery to diverse communities: Agency-focused obstacles and pathways. *In social services and the ethnic community* (pp. 204-239). Boston, MA: Allyn and Bacon.
- Mann, W. M. (1997). Portraits of social service programs for rural sexual minorities. *Journal of Gay and Lesbian Social Services*, 7(3), 95-103.
- Mulroy, E.A. (2004). Theoretical perspectives on the social environment to guide management and community practice: An organization-in-environment approach. *Administration in Social Work*, 28 (1), 77-96.
- Murray, S.F., & Elston, M.A. (2005). The promotion of private health insurance and its implications for the social organisation of healthcare: a case study of private sector obstetric practice in Chile. *Sociology of Health and Illness*, 27 (6): 701-721.
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Exam Week (End-of-Term Exam)

SUPPLEMENTAL READING

- Allison, M. & Kaye, J. (2005). *Strategic Planning for Nonprofit Organizations*, 2nd Ed. New York: John Wiley & Sons. .
- Alter, C., & Egan, M. (1997). Logic modeling: A tool for teaching critical thinking in social work practice. *Journal of Social Work Education*, 33(1), 85-102
- Arches, J. (2001). Powerful partnerships. *Journal of Community Practice*, 9(2), 15-30.
- Austin, D. A., (1995). Management overview. In NASW, *Encyclopedia of Social Work* (pp. 1642-1658). New York: National Association of Social Work.
- Austin, M. (Ed.) (2004). *Changing welfare services: Case studies of local welfare reform programs*. New York: The Haworth Press.
- Austin, M. and Hopkins, K., Eds. (2004). *Supervision as Collaboration in the Human Services*. Thousand Oaks, CA: Sage Publications.
- Bennis, W. G. (1989). Learning some basic truisms about leadership. In W. G. Bennis, *Why leaders can't lead: The unconscious conspiracy continues*. San Francisco: Jossey-Bass Publishers.
- Bennis, W. & Goldsmith, J. (2003). *Learning to lead: A workbook on becoming a Leader*. New York: Basic Books.
- Brody, R. & Nair, M.D. (2005). *Macro practice: A generalist approach*. 7th Ed. Wheaton, IL: Gregory Publishing Company.
- Brueggemann, W. G. (2002). *The practice of macro social work*. Belmont, Ca.: Wadsworth.
- Bryson, J. (2004). *Strategic Planning for Public and Nonprofit Organizations* (3rd ed). San Francisco: Jossey-Bass, Inc.
- Carlson, M. & Donohoe, M. (2003). *The executive director's survival guide: Thriving as a nonprofit leader*. San Francisco: Jossey-Bass.
- Cohen, A. & Bradford, D. (2005). *Influence Without Authority*, 2nd Ed. San Francisco: Jossey-Bass.
- Connerley, M. & Pederson, P. (2005). *Leadership in a diverse and multicultural environment*. Thousand Oaks. CA: Sage Publications.

- Darr, K. (1997). *Ethics in Health Services Management*, (3rd ed.). Baltimore: Health Professions Press.
- Dees G., Emerson, J. & Economy, P., Eds. (2002). *Strategic tools for social entrepreneurs: Enhancing the performance of your enterprising nonprofit*. New York, NY: John Wiley & Sons.
- Dolgoff, R. (2005). *Introduction to Supervisory Practice in Human Services*. Boston: Allyn & Bacon.
- Donohue, Wm. A., (with Kolt, R.). (1992). *Managing interpersonal conflict*. Newbury Park, CA: Sage Publications.
- Dym, B. & Hutson, H. (2005). *Leadership in nonprofit organizations*. Thousand Oaks, CA: Sage Publications.
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- Edwards, R. L., Yankey, J. A., & Altpeter, M. A. (Eds.). (1998). *Skills for effective management of non-profit organizations*. Washington, D C: NASW Press.
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- Gross, M. J., Larkin, R. F., Bruttomesso, R. S., & McNally, J. J. (2000). *Financial and accounting guide for not-for-profit organizations*. (6th ed). New York: Wiley.
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- Hellreigel, D., Slocum, J.W., Woodman, R.W. (1986) *Organizational Behavior*. (4th Ed.). St. Paul, MN.: West Publishing Company.
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- Martin, Lawrence L. (2001). *Financial management for human service administrators*. Boston: Allyn and Bacon.
- Northouse, P. (2004). *Leadership: Theory and practice*, 3rd ed. Thousand Oaks, CA: Sage Publications.
- Oster, S., Massarsky, C., & Beinhacker, S., Eds. (2004). *Generating and sustaining nonprofit earned income: A guide to successful enterprise strategies*. San Francisco: Jossey-Bass.
- Patti, R.J. (2000). *The handbook of social welfare management*. Thousand Oaks, CA: Sage Publications.
- Pawlak, E.J. & Vinter, R.D. (2004). *Designing & planning programs for nonprofit & government organizations*. San Fransico, Ca.: Jossey-Bass. (Glance through the book.)

- Phillips, N.K. & Straussner, S.L.A. (2002). *Urban social work: An introduction to policy and practice in the cities*. Boston: Allyn and Bacon. Please read Ch. 10, 175-197.
- Rapp, C.A. & Poertner, J. (1992). *Social administration: A client-centered approach*. New York, Longman.
- Riggio, R. & Orr, S. (2004). *Improving leadership in nonprofit organizations*. San Francisco, CA: Jossey-Bass.
- Schneider, R.L., & Lester, L. (2001). *Social work advocacy*. Belmont, Ca.: Brooks/Cole.
- Skidmore, R. A. (1995). *Social work administration: Dynamic management and human relationships*. Boston: Allyn & Bacon.
- Wacht, R. F. (1991). *Financial management in nonprofit organizations*. Atlanta, Georgia: Georgia State University Press.
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