

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

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

**1<sup>st</sup> Summer Session, 2009  
Online**

**Instructor Information**

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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*, 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 Format**

This course will be offered using on online education format and supported through the use of Blackboard. The class will meet collectively only once on June 1 at 1PM (CST). It is NOT necessary for students to participate in this Centra session. The purpose of the session is to allow students to ask questions of the instructor regarding the course syllabus and course expectations. The remainder of this class will be online. Students can expect to spend *at least* six to eight hours per week on class related tasks that may include, but are not limited to: reading assigned materials; participating in discussion boards; viewing online resources such as videos or websites; completing weekly quizzes; and other assignments. Students are responsible for actively participating in all assigned tasks on an ongoing basis.

### **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*).

### **Required Textbook**

Brody, R. (2005). *Effectively managing human service organizations* (3<sup>rd</sup> ed.). Thousand Oaks, CA: SAGE Publications

Additional required readings will be available on Blackboard.

### **Course Requirements**

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. All work 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. All work must be cited. The **Publication Manual of the American Psychological Association (5<sup>th</sup> ed.)** is expected to be used as

a guide for format, title page, headings/subheadings, in-text citations, and list of references at the end of the paper. The following criteria will be used for all graded assignments:

- Quality, clarity and organization;
- Comprehensiveness;
- Demonstrated understanding of course concepts, discussions, and readings;
- Accuracy; and
- Submission of assignments on dates specified.

### **Quizzes (60 points)**

Brief (10 item) multiple choice quizzes will be posted on BlackBoard throughout the semester to measure student mastery of course competencies addressed in assigned readings and other class material and activities. **All quizzes will open on June 1 at noon (CST) and close on July 2 at 11:59am (CST).** Students may take quizzes at any point during the semester; however, each quiz must be completed in one sitting. Students will not be permitted back into the quiz after they have left the quiz site and students are **not allowed back into a quiz site once it closes.** Quizzes will be open book and have no time limit. Quizzes constitute 60% of the student's final score. Each quiz is worth 10 points. Six quizzes will be administered over the semester. Topics covered in each weekly quiz may include the following material.

#### **Quiz 1 - Introduction to Organization Management and Leadership Skills**

Content: (a) Review course content, assignments grading, & library reserve information; (b) Social problem identification and problem-solving strategies (CC1); (c) Definitions and functions of management (CC2); (d) management as an evidence-based process (CC2); (e) management theories and their historical origins (CC5); (f) concepts of leadership, organizations, and management (CC5); (g) task group process and coalition leadership (CC5); (h) Definitions & types of planning (CC1); and (i) 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).

#### **Quiz 2 - 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 (CC3); (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); (l) Strategic planning & management (CC1); (m) Developing action plans (CC1); & (n) Community assessment protocols (CC1).

#### **Quiz 3 - Ethics & Diversity**

Content: (a) Social work in multi-cultural organizations and communities (CC3); (b) Women and other underrepresented 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. & abroad (CC7); (n) Ethnic-sensitive social work practice (CC7); (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); and (j) NASW & NABSW Code of Ethics (CC6).

### **Quiz 4 - 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); (d) program development (CC5); and (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).

### **Quiz 5 - Human Resource Management: Finding & Keeping Productive Employees**

Content: (a) Controlling and influencing staff behavior (CC2); (b) Multiculturalism and diversity issues in management and program administration (CC5); (c) Conflict management (CC5); (d) multidisciplinary teamwork (CC5); (e) Ethics and values in management and administration (CC6); (f) Creating and maintaining staff diversity in organizational settings (CC7); (g) Equal employment opportunity laws and affirmative action (CC7); and (h) The Americans with Disabilities Act (CC7).

### **Quiz 6 - Financial Knowledge and Skills**

Content: (a) Managing agency budgets and finances (CC4), (b) Funding and resources procurement (grant-writing) (CC4), and (c) The imperative of funding source diversification (CC4).

### **Leadership Labs (60 points)**

As masters trained social workers you will regularly and repeatedly be in situations where other people look to you for guidance, inspiration, influence, direction & clarity. As an MSSW you are a leader. In leadership laboratories students are given an opportunity to “test drive” different leadership strategies in a competitive yet supportive environment. Three leadership labs will be offered and each lab is worth 20 points. Three leadership skills laboratory activities will take place during scheduled classes over the course of the semester. Labs may be completed and submitted at any point during the semester, but all labs must be completed by **June 22 at 8am (CST)**. Late submissions will be penalized 2 points per day and **no submissions will be accepted after June 25**.

#### **Leadership Lab 1 – Leadership Self Assessment**

The purpose of this lab is to help you gain insight into how you behave in various situations so you can improve the match between your leadership style and organizational contingencies. A central part of this lab should be a candid, open examination of how you function as a leader. Remember, a leader need not be a manager. This lab was adapted from Brody (2005). Mastery of Course Competencies 2 & 5 will be measured using this lab.

This lab consists of four parts. First, students will provide an analysis of their predominant leadership style. Students should note: a) their predominant leadership style (directive, participative, or delegative); b) the benefits of this style; c) negative side effects of this style; d) an example of a time when the student successfully used this style; and e) a discussion of a time when this style did not work along with a suggestion of which style might have been more successful in this situation.

Second, students will analyze their managerial limitations or flaws. Students will provide: a) a discussion of managerial flaws or limitations (as discussed in Brody) that are manifested in their leadership behavior; b) how these flaws influence the student’s ability to be an effective leader; c) time when these flaws or limitations may be useful or necessary; and d) how these flaws/limitations can be addressed to make the student a more effective leader.

Third, students will analyze their leadership competencies. Based on competencies discussed in Brody, students will provide: a) a discussion of their current leadership competencies; b) a

discussion of competencies students would like to develop; and c) a plan for how students will acquire additional competencies.

Finally, students will provide fellow classmates with feedback on their leadership assessments bearing in mind evaluation techniques discussed by Brody. Leadership assessments will be posted as blogs on Blackboard. Students will be divided into groups of four or five at the instructor's discretion.

The leadership assessment is worth 50 points and student feedback is worth 10 points. **While leadership assessments are due on June 22 at 8am (CST), students have from June 22 through June 30 at 11:59pm (CST) to provide feedback to classmates. After June 30 no further feedback will be accepted.**

### **Leadership Lab 2 – Networking**

Networking is an essential component of leadership and requires students to reach beyond their comfort zones to meet others. To practice your networking skills students will conduct "A People Hunt." Below is a list. Select five characteristics below that most interest you and then make an effort to meet people **you do not yet know** who possess the stated characteristic. Provide the person's name and contact information (phone, email, address...however they prefer to be contacted) along with their characteristic. For each person provide one to three sentences on a) why you selected this person, b) how you met them and c) how your interaction with them went. A person cannot be entered into more than one category. Fellow students cannot be used in any category. At the end of this activity, you should have expanded your professional network by at least 5. At the conclusion of the activity provide one - three sentences summarizing your response to this activity. Students will submit this lab as a document via BlackBoard. Mastery of Course Competency 5 will be measured with this lab.

Find Someone Who....

1. Works at an agency/organization that you might like to work at or with in the future;
2. Is from an different ethnic group than yourself;
3. Holds an opposing political idea from your own;
4. Might be willing to make a charitable contribution to your field agency/place of employment/agency of interest;
5. Is a lobbyist or elected official;
6. Could be a career mentor;
7. Is a leader you admire;
8. Shares an area of professional interest (specify area);
9. Might be willing to volunteer at your field agency/place of employment/agency of interest;
10. Could be a potential referral source for your field agency/place of employment/agency of interest.

### **Leadership Lab 3 – Ethical Leadership**

Students will participate in one of two discussion boards related to ethical leadership. Students are to: 1) respond to the questions posed; and 2) respond to other students'

comments. Students are encourage to post their initial comments early during this period and then visit discussion boards though-out the semester in order to respond to other students' postings. A response to another student's posting must be substantive. In other words, comments such as "good point, Susan" or "I agree with Tom" are not acceptable. Responses should further and enrich the discussion and demonstrate student's mastery of course competencies. Mastery of Course Competencies 1, 5, 6 & 7 will be measured with this lab.

### **Ethical Leadership Discussion Board Prompt 1**

What ethical premises from course readings and professional codes of ethics would you most like to integrate into your profession leadership? What steps can you take to accomplish this?

### **Ethical Leadership Discussion Board Prompt 2**

Provide at least one example of an ethical dilemma in leadership that you have observed in practice. You may draw from your experience at your current or past field placements or places of employment. In retrospect how do you think the dilemma could have best been handled in an ethical manner?

### **SWOT Analysis (60 points)**

A key component of social service leadership is to understand the program in which you work and to identify and develop those aspects of the program which are in need of development. Students will conduct an analysis of the strengths, weaknesses, opportunities and threats present for a Tennessee or national not-for-profit organization within our current economic and political landscape. Students are **STRONGLY** encouraged to obtain necessary information via web based resources, in-person or telephone interviews, organizational material, etc. Students will conduct this analysis in groups of four or five. Students will self-select into groups for this project by June 5. One student will be elected or volunteer to serve as the leader of the group. It is expected that over the course of the semester students will experience issues that are commonly experienced in work teams. The teams' ability to manage these issues with professionalism and fairness will be evaluated as a part of this assignment. On or before June 7, the leader should advise the professor of students in his or her group and the organization to be evaluated. The professor will set up a wiki site for presentation of the SWOT analysis. This assignment will measure student mastery of Course Competencies 1-5 & 8.

As a group, students will conduct a SWOT analysis based on instructions provided by Brody and the instructor. Each of the following organizational characteristics must be included in the analysis. Students may present information in a table or narrative format.

- a. Social, political, economic, and technological trends
- b. Stakeholder expectations
- c. Status of the agency's strategic plan
- d. Status of client relations
- e. Program design and service delivery
- f. Management Information Systems
- g. Budgeting and financial management
- h. Staffing & human resources
- i. Leadership
- j. Organization culture and change
- k. Program Evaluation
- l. Quality of working life (e.g. employee relationships and functioning)

- m. Manner in which workplace problems are addressed (e.g. discrimination, bullying & harassment)

For each area, students will comment on key strengths and weaknesses in each section. Note any prior or current efforts to address issues. Use examples to illustrate particularly strong or weak areas. An introductory paragraph should describe the organization including the organization's mission, vision, goals, number of employees, annual budget, and primary revenue sources. A concluding paragraph should summarize the most pressing issues facing the organization and the strengths present in the organization to see it through current and upcoming challenges. Note that this summation should flow into the Organizational Development Plan. A list of tasks completed by each group member should also be included.

SWOT analyses should be posted by **8:00am CST on June 15**. Late submissions will be penalized 3 points a day. The group portion of the SWOT analysis is worth 50 points. Grades will be assigned based on student contributions, thoroughness, accuracy and presentation. **No late SWOT analyses will be accepted after June 18.**

As individuals, students will submit separate assessments of the team's performance. Assessments should include: a) a discussion of how the student went about deciding to join this group and the thought processes that went into that decision (including interview questions used to assess others prior to joining the group); b) a discussion of the decision making processes used with examples; c) a review of conflict present in the team and how the conflict was handled; and d) an analysis of the roles played by each individual group member along with a rating of each individual's performance based on an evaluation method suggested by Brody. Individual assessments are worth 10 points and will be shared with other students. Grades will be assigned based on thoroughness and foresight applied in the evaluation process. Individual assessments are due by **8am on June 16**. Late submissions will be penalized 3 points a day and **no late submissions will be accepted after June 18.**

### **Organizational Development Plan (60 points)**

Continuing to work in students groups formed for the SWOT analysis, students will now identify a critical issue facing the organization and develop a strategic plan to address the issue. Problem identification and planning should be based on the SWOT analysis conducted by student groups. All students are expected to participate in this activity. At a minimum the strategic plan should include:

- a. Rationale for why this issue needs to be addressed including the manner in which the plan reflects the agencies mission, vision & goals and major priorities identified in the strategic plan.
- b. Benefits & disadvantages of embarking on an intensive process to address this area. (Do the benefits clearly outweigh possible disadvantages?)
- c. Goals, objectives & action steps with accountability and timetable for completion
- d. Desired outcomes of the change and the methodological plan to measure change
- e. Budget and possible revenue sources (how are the changes going to be paid for?)
- f. Possible barriers to change with a plan to address barriers
- g. Summary of student contributions (who did what?)

The Organizational Development Plan should be posted on the wiki site no later than **8am (CST) on June 29**. **No late submissions will be accepted.** The group portion of this assignment is worth 50 points. As individuals, students will evaluate the submission of another group's organizational development plan based on the criteria provided above. Evaluations should be based on techniques explained by Brody (2005). Evaluations will be shared with other students. Individual student

evaluations are worth 10 points and will be graded based on the thoroughness of the student's assessment, foresight applied in the assessment process and adherence to professional standards. **Student evaluations are due no later than July 2 at noon (CST). No late submissions will be accepted.**

### **Grading Scale**

The final grade for this class will be determined as follows:

Quizzes	60 points
Leadership Labs	60 points
SWOT Analysis	60 points
Org. Dev. Plan	60 points

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

A (228-240 points)	Outstanding/Superior – Exceptional performance. Consistently exceeds expectations
B+ (216-227 points)	Very Good – Student consistently meets and occasionally exceeds normal expectations
B (204-215 points)	Good – Student consistently meets normal expectations
C+ (192-203 points)	Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations
C (168-191 points)	Poor - There is a lack of understanding of course content. Student does not meet course expectations.
F (167 points or less)	Very Poor – There is a lack of understanding, attendance or incomplete assignments. Course expectations are not met.

## COURSE OUTLINE

### Unit 1

#### Course Overview & Introduction to Assignments and Expectations

#### Introduction to Organization Management and Leadership Skills

Content: (a) Review course content, assignments grading, & library reserve information; (b) Social problem identification and problem-solving strategies (CC1); (c) Definitions and functions of management (CC2); (d) management as an evidence-based process (CC2); (e) management theories and their historical origins (CC5); (f) concepts of leadership, organizations, and management (CC5); (g) task group process and coalition leadership (CC5); (h) Definitions & types of planning (CC1); and (i) 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:

Textbook, (Brody, 2005), Chapter 1, Leading the Organization

Textbook, (Brody, 2005), Chapter 5, Problem Solving

Weinbach, R. W. (2008). Historical origins of current approaches to management.

In *The Social Worker as Manager: A practical guide to success* (pp. 47-71).

Boston, MA: Allyn & Bacon.

#### Complete Quiz 1

### Unit 2

#### 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 (CC3); (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); (l) Strategic planning & management (CC1); (m) Developing action plans (CC1); & (n) Community assessment protocols (CC1).

#### Required Reading:

Weinbach, R. W. (2008). Leading. In *The Social Worker as Manager: A practical guide to success* (pp. 253-277). Boston, MA: Allyn & Bacon.

Weinbach, R. W. (2008). Organizing. In *The Social Worker as Manager: A practical guide to success* (pp. 196-225). Boston, MA: Allyn & Bacon.

Weinbach, R. W. (2008). Planning. In *The Social Worker as Manager: A practical guide to success* (pp. 75-98). Boston, MA: Allyn & Bacon.

#### Complete Quiz 2

### Unit 3

#### Ethics & Diversity

Content: (a) Social work in multi-cultural organizations and communities (CC3); (b) Women and other underrepresented 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. & abroad (CC7); (n) Ethnic-sensitive social work practice (CC7); (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); and (j) NASW & NABSW Code of Ethics (CC6).

#### Required Reading:

- Manning, S. S. (2003). The essence of ethical leadership. In *Ethical Leadership in Human Services: A multi-dimensional approach* (pp. 3-20). Boston, MA: Allyn & Bacon.
- Eagly, A.H., Johannesen-Schmidt, 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.
- Manning, S. S. (2003). Community services code of ethics. In *Ethical Leadership in Human Services: A multi-dimensional approach* (pp. 265-272). Boston, MA: Allyn & Bacon.
- NASW Code of Ethics  
NABSW Code of Ethics

### Complete Quiz 3

## Unit 4

### 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); (d) program development (CC5); and (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:

- Textbook, (Brody, 2005), Chapter 2, Strategic Planning
- Glisson, C. (2008). Organizational culture and climate and performance in human service teams. In R. J. Patti, *Handbook of Human Services Management* (pp. 195-218). Thousand Oaks, CA: Sage Publication.
- Schmid, H. (2008). Agency-environment relations: Understanding external and natural environments. In R. J. Patti, *Handbook of Human Services Management* (pp. 367-382). Thousand Oaks, CA: Sage Publication.

### Complete Quiz 4

## Unit 5

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

Content: (a) Controlling and influencing staff behavior (CC2); (b) Multiculturalism and diversity issues in management and program administration (CC5); (c) Conflict management (CC5); (d) multidisciplinary teamwork (CC5); (e) Ethics and values in management and administration (CC6); (f) Creating and maintaining staff diversity in organizational settings (CC7); (g) Equal employment opportunity laws and affirmative action (CC7); and (h) The Americans with Disabilities Act (CC7).

#### Required Reading:

- Textbook, (Brody, 2005). Chapter 7, Finding and Keeping Productive Employees
- Textbook, (Brody, 2005). Chapter 8, Managing Employment Challenges
- Textbook, (Brody, 2005). Chapter 10, Supervising Staff
- Textbook, (Brody, 2005). Chapter 11, Appraising and Compensating Performance

### Complete Quiz 5

## Unit 6

### Financial Knowledge and Skills

Content: (a) Managing agency budgets and finances (CC4), (b) Funding and resources procurement (grant-writing) (CC4), and (c) The imperative of funding source diversification (CC4)

#### Required Reading:

Textbook, Brody, (2005) Chapters 12 Managing Agency Finances  
Textbook, Brody, (2005) Chapters 13 Strategic Resource Development I  
Textbook, Brody, (2005) Chapters 14 Strategic Resource Development II  
Textbook, Brody, (2005) Chapters 15 Preparing Effective Proposals  
Textbook, Brody, (2005) Chapters 16 Seeking Funding

**Complete Quiz 6**