THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK  

SW 539 Leadership Skills and Knowledge for Advanced Social Work Practice  
(2 credit hours)  
Spring 2016  
Section No. 006/CRN No. 25373  

Instructor:  Susan (Sukey) Steckel, LMSW  
Phone:  615-256-1885 ext. 215  
Email: sstecke1@utk.edu  

Class Time:  Online; Zoom meetings as scheduled  
Office Hours:  Wednesday 12:00pm – 2:00pm  

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.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.  

Honor Statement  

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (Hilltopics).  

University Civility Statement  

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus:  
http://civility.utk.edu/.  

Disability  

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee
Office of Disability Services at 100 Dunford Hall (865-974-6087). This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description

This is a required advanced curriculum course. Topics covered include, organizational management knowledge and 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, and issues regarding organizational management change in organizations, communities, and national global contexts are also examined.

The course is organized into four sections:

1) Leadership of Self - Investing in your strengths; leadership styles; time management; identifying and working with your limitations;

2) Leadership of Others and Managing Teams - Maximizing your team; why people follow; building influence and motivating people; managing and supervising staff; communication and conflict; assessing and evaluating highly effective teams; strategies for collaboration and coalition building;

3) Leadership within Organizations and Communities – Humanizing the organization; organizational politics; strategic planning; designing and developing programs; action plans and problem solving; ethical dilemmas in management, diversity and cultural competence; evidence-based management and organizational change; working with a board of trustees; and

4) Organizational Sustainability – Agency finances; strategic resource development; preparing effective proposals and seeking funding.
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).
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 and Expectations**

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. Your final paper is expected to be well-written and error-free.

The usage of the *Publication Manual of the American Psychological Association (APA)(6th 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 format will be rigidly evaluated for accuracy, and proper APA style will carry significant weight in the final LA/A term paper grade. Grading criteria for term papers will include, but not be limited to:
• Adherence to assignment specifications;
• Quality and clarity of writing and organization;
• Comprehensiveness;
• Level of analysis and understanding of course content applied;
• The extent to which course concepts, discussion and readings are reflected in the writing;
• Submission of assignments on the dates specified within the guidelines provided; and
• Extent of adherence to APA writing rules.

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

**Required Textbooks**


**Grade Distribution**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Related Course Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Self-Assessment</td>
<td>20%</td>
<td>5</td>
</tr>
<tr>
<td>Building Great Teams Project</td>
<td>20%</td>
<td>2, 3 &amp; 6</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30%</td>
<td>1-8</td>
</tr>
<tr>
<td>SWOT Analysis and Presentation</td>
<td>30%</td>
<td>1-5 &amp; 8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Grading Scale**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point range</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>Outstanding/Superior – Exceptional performance.</td>
</tr>
</tbody>
</table>
### Course Assignments, Assigned Readings, and Class Time

Students are expected to complete all readings assigned by the instructor before attending class; participate in all in classes; and demonstrate respect for all beliefs and experiences of others in all course activities and interactions with fellow students. Students are also encouraged as they read to bring their reactions and questions to class for discussion. The format for activities will include exercises related to the course readings and discussions. Required and supplemental readings that are not included in the required texts will be made available on Blackboard.

Regular attendance is essential. Students are expected to be on time, attend all class sessions (in person or online), and stay until the completion of the class.

All written assignments are expected to be submitted on their specific due date. Any assignment **NOT submitted** on the specified due date is subject to a **penalty of five (5) points per day** until the assignment is turned in. **Any assignment that is more than 6 days overdue will not be accepted.**

### 1) Leadership Self-Assessment

The purpose of this assignment is to help you develop an insight into your style of leadership and your inherent strengths as a leader. A central part of this paper should be candid, open examination of how you function as a leader within organizations in which you have participated. **Please note:** you do not have to be in a managerial or leadership position to be a leader. **You should write in the first person.** Paper will be graded based on the outline below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>90-94 Consistently exceeds expectations. Very Good – Student consistently meets and occasionally exceeds normal expectations for the course.</td>
</tr>
<tr>
<td>B</td>
<td>85-89 Good – Student consistently meets normal expectations for the course.</td>
</tr>
<tr>
<td>C+</td>
<td>80-84 Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course.</td>
</tr>
<tr>
<td>C</td>
<td>70-79 Poor - There is a lack of understanding of course content. Student does not meet course expectations.</td>
</tr>
<tr>
<td>F</td>
<td>69 or below Very Poor – There is a lack of attendance or incomplete or unacceptable assignments. Course expectations are not met.</td>
</tr>
</tbody>
</table>
I. Strengths Based Leadership Assessment

**Goal:** To identify and analyze the results of your strengths based leadership assessment and how you can leverage these strengths across practice settings.

a. What are your top 5 leadership strengths and in which domains do they fall (executing, influencing, relationship building, or strategic thinking)?

b. Do you agree or disagree with the results of the assessment? Why or why not?

c. How have you demonstrated each of these strengths in past or current personal, professional, or educational settings?

d. Based on the results of your assessment, identify at least one recommended action per strength that you can employ in a current personal, professional, or educational setting that you have not previously tried or implemented, and provide an explanation for why/how this action step will be helpful in your chosen situation.

II. Predominant Leadership Style

**Goal:** To begin to understand the leadership style most comfortable to the student and analyze methods to broaden the leadership repertoire.

a. What is your predominant leadership Style (directive, participative or delegative?)

b. What are the clear benefits to your using this style?

c. Are there negative side effects to your using this style?

d. Explain how you have successfully used this style using specific examples.

e. Explain a time when this style (or another style) did not work for the situation in which you used it. Is there another style that would have worked better?

III. Managerial Limitations or “Growing Edge” (Be honest, everyone has them)

**Goal:** To understand leadership and character traits that may be problematic.

a. Of the possible managerial limitations or flaws discussed in the reading and class, which do you see yourself manifesting in leadership behavior?

b. How have these limitations influenced your ability to be an effective leader?

c. Are there times when these limitations are useful and necessary? If so, why? If not, why not?

d. Briefly discuss how you intend to address these limitations in an effort to become a better leader, including how can you leverage your identified leadership strengths to address these limitations.

IV. Leadership Competencies

**Goal:** To understand individual strengths as leadership competencies.

a. Of the leadership qualities discussed in the reading material and in class, which do you exhibit?

b. Is it within your capacity to strive for others? If so, how will you strive to develop these capacities? If not, what is it that is unattainable for you and how are you going to compensate?

*Note:* Your paper should be no more than 6 pages (typewritten, double-spaced, Times New Roman, 12-point font). *Be sure to use headings I-IV in the outline above as...*
**Subheadings in your paper using APA format.** Your paper will be graded on quality of writing, following of APA guidelines and grading outline, and integration of the professional literature. Be sure to proof read (for grammar, spelling, punctuation) and edit your writing. **Papers over 6 pages will receive a 5 point per page deduction. As a leader it is important to be succinct and follow directions!**

2) **Building Great Teams Project**

Building on the leadership self-assessment paper, students will work in teams of 4-5 to address personnel and organizational change processes through the use of a case study based on real world examples. The purpose of this group project is to assess students’ ability to identify and implement 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. Further, students will demonstrate an understanding of specific techniques of team-building, collaboration, and coordination, and consider influences and implications of culture, diversity, and ethical dilemmas within teams and organizations.

Specific project instructions, including a detailed grading rubric will be made available on Blackboard at least three (3) weeks before the project is due. **Note:** Grades will be dependent on a group member contribution statement submitted with the group project and are subject to the Group Project Policy below.

**Group Project Policy**

**Be aware, if one group member is not pulling their own weight, not showing up on time or at all for meetings, being difficult to deal with, or simply refusing to do work, then this member will receive an automatic zero for the project.** This is a professional program in which my goal is to prepare students to lead an organization. If students are not acting professionally then it brings the whole group down and this simply will not be tolerated here or in the workforce.

3) **Quizzes**

The format for quizzes will include questions covering the content of the required reading and lecture notes. Quizzes will be open all semester and may be taken at any time up until the last day of class. Quizzes shall cover content from all eight course competencies, including principles of organization, leadership, administration, and strategic planning and community change tactics that promote social and economic justice, combat discrimination and oppression, and increase access to resources.

4) **SWOT Analysis and Presentation**

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 not-for-profit organization (online students may select a not-for-profit in your group’s chosen state with prior instructor approval) within the current economic and political landscape. A SWOT is a key component in implementing solid strategic planning.

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 during week one (Note: Online course sections will be assigned group members).

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. 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 through the lecture. 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, and 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 portion of this assignment 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.
Group Evaluation: (Please type and submit with a copy of the final group project. Each group member will submit a separate evaluation.)

1) Who was the leader of the group and what leadership style did they possess?
2) What strengths did this group possess and how specifically did you see each of these strengths demonstrated?
3) What weaknesses or limitations did this group possess and how specifically did you see these weaknesses demonstrated?
4) How could this group harness its strengths in order to work on the weaknesses/limitations to improve in the future?

Students will present their SWOT in a dynamic PowerPoint presentation to the class. Points will be deducted for presentations that are not innovative and lack luster. Students should be prepared to present in business attire and show enthusiasm. Do not read your PPT slides and do not say to the class, “well you can read what that says”. It is your job as a professional student to be engaged and enthusiastic about your project.

Before the presentation, students will:
1) Turn in a copy of their PPT to the instructor, with 3 slides per page
2) Turn in their presentation in report format and
3) Submit typed group evaluation in Blackboard.

Group Project Policy

Be aware, if one group member is not pulling their own weight, not showing up on time or at all for meetings, being difficult to deal with, or simply refusing to do work, then this member will receive an automatic zero for the project. This is a professional program in which my goal is to prepare students to lead an organization. If students are not acting professionally then it brings the whole group down and this simply will not be tolerated here or in the workforce.

Course Outline

Session 1: The Art and Science of Leadership (Leadership of Self)

Week 1 – January 25th  **Zoom Meeting January 27th 5:30-7:00pm CST**

Overview of course. Review syllabus, course outline, assignments, Blackboard (course website), course guidelines and expectations, and Introduction to strengths-based leadership.

Required Readings/Assignments
1) Review course syllabus and Blackboard
2) Complete Rath’s online strengths based leadership assessment
3) Rath Part One (Investing in your strengths)
4) Dennis Chapters 1 (Leadership defined)

**Week 2 – February 1st**

**Leadership, self-awareness, and what it takes to take the lead** Continuation of strengths-based leadership, leadership styles, leading organizations, time management, concepts of leadership, organizations, and management

**Required Readings/Assignments**

1) Brody Chapter 1 (Leading the organization; leadership styles)
2) Dennis Chapter 3 (Your leadership brand)
3) Dennis Chapter 7 (Personality and leadership)
4) Brody Chapter 8 (Time management)
5) Rath Part Two (Maximizing your team)
6) Rath Part Three (Why people follow)

**Supplemental Readings**


**Week 3 – February 8th**

**Leadership, Management, and Ethics** Definitions and functions of management; management as an evidence-based process; management theories and their historical origins; NASW Code of Ethics and 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; case studies on ethical dilemmas in leadership

**Required Readings/Assignments**

1) Brody Chapter 17 (Evidence-based management and organizational change)
2) Brody Chapter 18 (Ethical dilemmas in management)
3) Weinbach Chapter 1 (Defining and describing management)
4) Weinbach Chapter 10 (Leading)

**Supplemental Readings**

Patti, Chapter 1, The landscape of social welfare management
Chapter 2, Social work and social welfare administration
Chapter 12, What managers do and why they do it
Chapter 15, The manager as leader

Session 2: Leading and Managing Teams (Leadership of Others)

Week 4 – February 15th **Leadership Self-Assessment Due**

Motivation, organizational management, and supervision. Motivating others; managing and supervising staff; strategies for organizing work activities in organizations; controlling and influencing staff behavior

Required Readings/Assignments

1) *Dennis Chapter 2 (Leadership style: Fit your style to your group)
2) Brody Chapter 5 (Managing employees)
3) Brody Chapter 6 (Supervising staff)
4) Brody Chapter 7 (Assessment and evaluation)

*Must complete worksheets in text.

Week 5 – February 22nd **Zoom Meeting February 24th 5:30-7:00pm CST**

Team building, coalition leadership, and collaboration. Building effective teams; establishing and leading coalitions; principles of collaboration; meaningfully addressing conflict; community interface strategies; strategies for organizing work activities in organizations; team building; developing coalitions; task group processes and dynamics; leadership collaboration in diverse communities; networking; boundary spanning; futuring; multidisciplinary teamwork

Required Readings/Assignments

1) Brody Chapter 11 (Team building and coalition building)
2) *Dennis Chapter 4 (Building influence and power)
3) *Dennis Chapter 6 (Motivating people)

*Must complete worksheets in text.

Supplemental Readings

Weinbach, Chapter 7, Staff performance evaluations and personnel actions
Chapter 8, Organizing

Patti, Chapter 11, The individual in the organization: The impact of human
service workers’ attitudes on job response
Chapter 13, Managing for social outcomes: The critical role of information

Week 6 – February 29th

Problem solving, communication, and conflict. Definition and types of planning social problem identification and problem-solving strategies; task group process and coalition leadership; assessment and intervention strategies with regard to challenging decision-makers in organizations, communities, and society to be responsive to diverse client needs and assets; and the political arena and environmental influences in leadership.

Required Readings/Assignments

4) Brody Chapter 4 (Action plans and problem solving)
5) Brody Chapter 9 (Making meetings productive)
6) Brody Chapter 10 (Communication and conflict)

Session 3: Organizational Development and Strategic Planning (Leadership within Organizations)

Week 7 – March 7th **Building Great Teams Project Due**

Strategic planning and working with oversight bodies. Strategic planning and management; developing action plans; meeting strategies; community assessment protocols; conflict resolution; leadership collaboration in diverse communities; imperative of funding source development; futuring; 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 Readings/Assignments

1) Brody Chapter 2 (Strategic Planning)
2) Brody Chapter 12 (Working with a board of trustees)

Supplemental Readings

Patti, Chapter 22, Initiating and implementing change

Spring Break – March 14-18
Week 8 – March 21st

Program development and evaluation. Program design and development; comparisons of private, non-profit human service organizations and private businesses; deficit and non-deficit theories/perspectives and implications for macro-practice; and program development

Required Readings/Assignments
1) Brody Chapter 3 (Designing and developing programs)

Supplemental Readings

Patti, Chapter 7, Agency-environment relations: Understanding Task Environments
Chapter 8, Organizational structure and performance

Week 9 – March 28th **Zoom Meeting March 30th 5:30-7:00pm CST**

Organizational culture and politics, ethics, and diversity. 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); Social work in multi-cultural organizations and communities; women and other under-represented groups in management; multiculturalism and diversity issues in management and program administration; knowledge and theories of cultures and people of color; ethics and values in management and administration; case studies on ethical dilemmas in leadership ethical guidelines for social work managers in organizational settings; socio-demographic characteristics; customs and traditions of major ethnic groups in the U.S. and abroad; ethnic-sensitive social work practice; creating and maintaining staff diversity in organizational settings; equal employment opportunity laws and affirmative action; and The Americans with Disabilities Act

Required Readings/Assignments
1) Brody Chapter 19 (Humanizing the organization)
2) Dennis Chapter 5 (Organizational politics)
3) Weinbach, Chapter 2 (The context of human services management)
4) Weinbach, Chapter 5 (Creating and managing staff diversity)

Supplemental Readings


Patti, Chapter 4, Administrative ethics
Chapter 21, Managing for diversity and empowerment in social services

**Session 4: Organizational Sustainability**

**Week 10 – April 4th**

*Agency finances and resource development.* Managing agency budgets and finances and ethical guidelines for social work managers in organizational settings.

**Required Readings/Assignments**

1) Brody Chapter 13 (Agency finances)
2) Brody Chapter 14 (Strategic resource development)

**Supplemental Readings**

Patti, Chapter 6, Structural and Fiscal Characteristics of Social Services Agencies

**Week 11 – April 11th**

*Preparing proposals and seeking funding.* Funding and resources procurement (grant-writing); imperative funding source diversification;

**Required Readings/Assignments**

1) Brody Chapter 15 (Preparing effective proposals)
2) Brody Chapter 16 (Seeking funding)

**Week 12 – April 18th  ** **Zoom Meeting April 20th 5:30-7:00pm CST**

SWOT presentations.

**Week 13 – April 25th**

SWOT presentations and course wrap up.

**All Quizzes Due by April 25th**
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**


**Planning and Strategy**


**Nonprofit and Public Sector Marketing**


**Leadership**

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


**Management**


Organizational Change


Supervision


