THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK
MSSW Program

SW 539(D) - Leadership Skills and Knowledge for Advanced Social Work Practice
Section 301, Summer 2016, First Session (2 credit Hours)

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Location: Henson Hall, Rm 318
Office Hours: Mon, 11:30 AM – 12:30 PM
E-mail: sbowie@utk.edu

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.

CSW Standards of Professional Conduct

There are certain cognitive, emotional and character requirements that students must possess that provide the College of Social Work (CSW) with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom as well as in their practicum.

- **Professional Behavior.** The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, http://www.state.tn.us/sos/rules/1365/1365-01.20100729.pdf

- **Interpersonal Skills.** The social work student communicates and interacts with other students, faculty, staff, clients and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients and professionals in spoken, written and electronic form. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to
others.

- **Self-awareness.** The social work student is willing to examine and change his/her behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.

- **Professional Commitment.** The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right to a just share of the society’s resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee Board of Social Worker Certification.

- **Self-care.** The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.

- **Valuing Diversity.** The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person’s age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation and/or value system.

Except for alleged academic dishonesty, which shall be addressed through the procedures set forth in *Hilltopics*, code of conduct violations will be addressed through the CSW Professional Standards Committee.

**The 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/](http://civility.utk.edu/)
Disability Services

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.

Inclement Weather

Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified, so that appropriate announcement may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

Course Description

This is a required advanced curriculum course. Organizational management knowledge, leadership skills required in development and management of structure, resources, and cultures of human services delivery systems. Administration financial knowledge and skills in budgeting, resource allocation, marketing, and expenditure control. Issues regarding organizational management change in organizations, communities, and national global contexts.

Course Rationale

This advanced course prepares students for assuming leadership roles in human service and social change delivery systems. Social work managers, coordinators, supervisors, and community practitioners need a working knowledge of contemporary management practices and leadership skills. It is critical that leaders in the human services develop an effective style
of leadership and acquire the competence and skills necessary to assist in the management of human services and social change organizations.

**Course Competencies**

By the completion of this course, the students are expected to be able to demonstrate:

1. Articulate principles of organization, administration, and strategic planning and community change tactics that promote social, economic, and environmental justice, combat discrimination and oppression, and increase access to resources. 8.1, 3.1 (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, community and organizational assessment, and decision-making that are based on scientific analysis, synthesis of empirical data, evaluation outcomes, and other information. 7.1 (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, understanding of influences and implications of culture, geography, community, gender, religion, politics, ideology, and other identities and orientations on different world views. 6.1, 2.2 (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, based on practice experience, theory, and research applied using critical thinking skills. 4.1, 4.2, 4.3 (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. 4.1 (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 by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and additional codes of ethics as appropriate to context. 1.1, 1.4 (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. 2.1, 2.2, (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 applying self-awareness and self-regulation to manage the influence of personal biases and values. 2.3, 9.3 (Content: Effects of age, race, ethnicity, social and economic class, culture, religion, spirituality, and sexual orientation on service delivery and formulation of ethically sound, empirical, best practice intervention strategies; core components of organizational dynamics and analysis (e.g., culture, structure, power, informal and formal communication, employee relationships and functioning, workplace discrimination, bullying and harassment, assertiveness); assessment and intervention strategies with regard to challenging decision-makers in organizations, communities, and society to be responsive to diverse client needs and assets).

INSTRUCTOR EXPECTATIONS OF ALL STUDENTS:

- Demonstrated professional growth and development and maturation in critical thinking capacity as it relates to leadership concepts and issues, social work micro and macro practice, social welfare policy, and current local, national, and international issues;
- Demonstrated ability to effectively work in teams to complete a complex and interactive “virtual” group simulation project in a timely manner;
Demonstrated ability to prepare for and actively engage in high-level, directed discussion, public speaking, and interface regarding past and current leadership challenges and issues in human services, and their impact on the public-at-large.

**Required Textbook:**


Power Point slides will be used for study and to guide our discussion. The specific Power Point slides to review for specific sessions will be noted.

**Recommended/Supplemental Readings:**


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**Course Structure and Organization of Learning Modules.**

The class will meet two days per week (Tuesday and Thursday) for a 2-hour period. Most course content will be provided through interactive lecturettes combined with Power Point class presentations by the instructor. The Power Point slides will include content from the supplemental readings cited, as well as content from current scholarly literature and research on leadership, leadership issues, and how they relate to the social work profession, and you as future social work professionals. The Power Point slides will be provided to the class electronically, and should review them in advance. *Students are responsible for knowing the information, whether or not it is discussed at length during class.*

**Please note:** This course requires 16 “normal” semester-weeks of course content in a time period that includes 5 summer weeks (total of ten sessions). It will therefore require a high level of focus, work, and critical thinking. Additionally, because of acute time constraints, some academic content will not receive the level of class time, attention, and discussion that would normally occur in regular fall or spring semester.

**Course Requirements, Assignments, and Grading:**

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

<table>
<thead>
<tr>
<th>Event(s)</th>
<th>% of Grade</th>
<th>Date/Due</th>
<th>Session #</th>
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<tbody>
<tr>
<td>-Leadership Assessment/Analysis Paper</td>
<td>20%</td>
<td>June 16</td>
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Leadership Assessment and Analysis Term Paper (20% of final grade)

Course competencies covered: 1, 2, and 5

Students are responsible for writing and submitting individual term papers for this assignment, which is due on June 16, 2016. The LA/A is a critical thinking exercise that integrates leadership concepts and models with student perceptions of leadership reality. Students will analyze a current leader from the public, private, or political sector, as well as assess their own leadership style. The target for analysis will be a well-known local, state, national or international leader who has been “in the news” from the public, private, government/political, military, or private, non-profit sector. Detailed assignment specifications will be provided by the instructor.

The Leadership Assessment and Analysis term paper addresses the following course competencies: Articulate principles of organization, administration, and strategic planning and community change tactics that promote social and economic justice, combat discrimination and oppression, and increase access to resources. 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. 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.

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 spell check, proof read your work. Your final paper is expected to be well-written and error-free.

The use 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 formats 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; and
- Submission of assignments on the dates specified within the guidelines provided.
- 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 immediately

**Midterm Examination (25% of final grade:)**

**Course competencies covered: 1, 2, 3, 4, 5, 6 and 8**

The Midterm Examination will be held on **June 23** and will represent **25%** of your final grade. Exam I will cover material from class sessions #1-6 (June 2-June 21), and will address the following course competencies:

*Articulate principles of organization, administration, and strategic planning and community change tactics that promote social and economic justice, combat discrimination and oppression, and increase access to resources**** Identify theoretical principles of leadership and management, and interdisciplinary teams and define issues, collect data and develop interventions, taking into account different cultural identities and belief systems **** Identify sound management practices related to personnel, resource allocation, information technology, and decision-making that is based on scientific analysis, synthesis of empirical data, evaluation outcomes, and other information----- Describe techniques of team-building, collaboration, coordination in organizational and community practice settings, and understanding of influences and implications of culture, geography, community, gender, religion, politics, ideology, and other identities and orientations on different world views----- Demonstrate skills in financial management, resource procurement, expenditure analysis, program design, and marketing for diverse, multi-level client systems-----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----- Articulate core values and ethical standards of the social work profession within diverse
management, organizational, and community practice settings----- Analyze the organizational, political, economic and cultural factors that influence stability and change.

**EXAM FORMAT:** The examination format will be a battery of short answer or extended response questions, and objective questions that require critical thinking and integration of course content and concepts.

**Virtual Community Leadership Simulation (VCLS), Part I and II**

The VCLS Part I and II address course competencies # 1,3,4,5,6,7, and 8

(combined 50% of final grade)

All students will participate in a critical thinking and interactive exercise called a Virtual Community leadership Simulation (VCLS), Parts I and II. Students will be provided with a fictional leadership case study based on a real urban community scenario that occurred in the past. The case study is a fictional macro practice scenario about public welfare, intergovernmental relations, community intervention, problem-solving, and program design. Individual students will be assigned to specific roles that represent different stakeholders. All students will be provided with contextual information for each of their assigned roles/characters and/or interest groups, and they will simulate those roles/characters or interest groups during simulated community meetings to be held on June 28, and June 30, 2016. Additional detail on the VCLS will be provided by the instructor.

**Location: Henson Hall Multi-purpose Room**

The “virtual” nature of this experiential exercise will require and enhance critical thinking, planning, political analysis, public speaking, and teamwork, and it will provide students with unique insight into advanced leadership nuances, and the many different dynamics associated with community-level analysis and interventions. All VCLS roles/characters will be provided with scenario-specific challenges to be addressed prior to and during the community meetings. **The VCLS will be video recorded.** Detailed assignment specifications will be provided, including the specific roles that each student will simulate. Individual student grades will be given for the VCLS Project. **This means that each individual will be graded for his/her work alone, even though it is an “interactive” group-oriented project.**

**VCLS Organizational Action Plan Development (5%), VCLS Political Strategy Development (5%), and individual Action Plan Presentations (20%)**

All students will individually develop and submit a detailed outline of their Action Plan for the community meetings one class session before it takes place. Details will be provided, but the
Action Plan will consist of a Power Point presentation that includes an overall goal, specific objectives, a specific and evidence-based strategy for attainment of the stated objectives, and an outline of information to be presented at the VCLS, Part I. (Note: all students will represent individual leadership roles in different organizations and will have major public speaking and critical thinking assignments in the VCLS).

The VCLS Organizational Action Plan is due on June 24 (Friday), as an e-forwarded PowerPoint document, and presentations will begin on June 28. Additional details on the Organizational Action Plans will be provided in class.

Students will also be required to develop and submit a detailed “Political Strategy.” Additional details on these assignments will be provided in class. The VCLS Political Strategy is also due (electronically) on June 24, as a Word document.

Virtual Community Leadership Simulation, Part II – Strategic Planning (combined 20% of final grade)

All students will participate in a collective assignment to develop a “working” Strategic Plan, based on the outcomes from VCLS, Part I presentations. The Strategic Plan presentations will take place on Tuesday, July 5, 2016. Each tri-lateral group will develop Strategic Plans, which will be collectively presented. The Strategic Plan development meetings will use “Zoom” video and recording technology, in addition to face-to-face meetings. Additional details on the Strategic Plan assignment will be provided in class.

The VCLS (Parts I and II) address the following course competencies:

- Articulate principles of organization, administration, and strategic planning and community change tactics that promote social and economic justice, combat discrimination and oppression, and increase access to resources
- Identify theoretical principles of leadership and management, and interdisciplinary teams and define issues, collect data and develop interventions, taking into account different cultural identities and belief systems
- Identify sound management practices related to personnel, resource allocation, information technology, and decision-making that is based on scientific analysis, synthesis of empirical data, evaluation outcomes, and other information
- Describe techniques of team-building, collaboration, coordination in organizational and community practice settings, and understanding of influences and implications of culture, geography, community, gender, religion, politics, ideology, and other identities and orientations on different world views
- Demonstrate skills in financial management, resource procurement, expenditure analysis, program design, and marketing for diverse, multi-level client systems
- 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
- Articulate core values and ethical standards of the social work profession within diverse management, organizational, and community practice settings
- Assess cultural diversity in organizations and communities, its impact on management, macro-level interventions and resources, and program development
- Analyze the organizational, political, economic and cultural factors that influence stability and change

Grading Scale

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

A (95-100) Outstanding/Superior – Exceptional performance.
Consistently exceeds expectations.
B+ (90-94)  Very Good – Student consistently meets and occasionally exceeds normal expectations for the course.
B (85-89)  Good – Student consistently meets normal expectations for the course.
C+ (80-84)  Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course.
C (70-79)  Poor - There is a lack of understanding of course content. Student does not meet course expectations.
F (69 < )  Very Poor – There is a lack of attendance or incomplete or unacceptable assignments. Course expectations are not met.

Course Outline (6 Weeks, 10 class sessions)

*PLEASE NOTE: The instructor reserves the right to make adjustments to the schedule and topics.

Week 1
Thur, June 2, Session #1

General Topics

- Introductions, review of course syllabus and assignments
- Overview of leadership issues in social work and social welfare
- Interdisciplinary teams/issues
- Types of Leaders
- Critical thinking and evidence-based social work practice
- The role of Ideology/belief systems in leadership
- Leadership Styles
- “Leadership in the News”

Learning Content: (a) management theories and their historical origins, (b) concepts of leadership, organizations, and management, (d) multi-culturalism and diversity issues in management and program administration, (e) knowledge and theories of cultures and people of color, (f) deficit and non-deficit theories/perspectives and implications for macro-practice, (g) networking, (h) boundary spanning, (i) futuring, (j) task group process and coalition leadership, (k) conflict management, (l) program development and (m) interdisciplinary teamwork

POWERPOINT TOPICS AND SLIDES

- Types of leaders and leadership styles #10 - 21
- Flawed leadership styles #22 - 27
- Outgroups in social work/social welfare #74 - 81
Leadership competencies/attributes #28 – 38
Critical thinking #299 – 331
Leadership Principles #1 - 9

Supplemental/Recommended Readings:

Bowie et al., Voices from the welfare vortex: A descriptive profile of urban, low-income women on the eve of devolution
Brody, Handling communications and conflict.
Weinbach, Historical origins of current approaches; The context of human service management; Planning; Organizing; Controlling.
Kettner, Theory for the management of human service organizations.
Kirst-Ashman & Hull, Using micro skills in the macro environment; Group skills for organizational and community change.
Kouzes & Posner, The practices and commitments of exemplary leadership.
Netting et al., Organizations as arenas of change.
Lum, Social work knowledge and theory.
Sowers and Rowe, Social work throughout the world.

Learning Module Content: (a) definitions and functions of management, (b) management as an evidence-based process, (c) comparisons of private, non-profit human service organizations and private businesses, (d) strategies for organizing work activities in organizations and (e) controlling and influencing staff behavior
Supplemental Readings:

Brody, Leading the organization; Organizational structure and processes; Organizational leadership and supervision; Setting doable objectives.
Brueggemann, The practice of social work administration
Tsui, Social Work Supervision
Bowie, Privatized management in urban public housing communities.
Kettner, Using structure to facilitate and support achievement of the agency’s mission.

Week 2, cont.
Thur, June 9, Session #3

General Topics

- Core values of the social work profession
- Leadership and Organizational Culture
- Diversity and social work values in communities
- Organizational, political, and cultural factors that influence stability and change in American society.
- The impact of cultural diversity on management, macro-level interventions and resources, and program development.
- “Leadership in the News”

POWERPOINT TOPICS AND SLIDES

- Dialectic theory and conflict resolution #163 – 166
- Conflict detail #132 – 162
- Management, politics, and political strategies #168 - 203
- Problem-solving approach #262 – 266
- The group development and its stages #91 - 105

Learning Module Content: (a) NASW and NABSW Code of Ethics, (b) ethics and values in management and administration, (c) case studies on ethical dilemmas in leadership, (d) ethical guidelines for social work managers in organizational settings and (e) the political arena and other environmental influences in leadership; (f) Creating and maintaining staff diversity in organizational settings; (g) socio-demographic characteristics, customs, traditions of major ethnic groups in the United States and abroad (h) Equal employment opportunity laws and affirmative action; (i) the Americans with Disabilities Act; (j) Ethnic-sensitive social work practice; (a) effects of age, race, ethnicity, social and economic class, culture, religion, spirituality, and sexual orientation on service delivery and formulation of ethically sound, empirical, best practice intervention strategies, (k) 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; (l) Assessment and intervention strategies with regard to challenging decision-makers in organizations, communities, and society to be responsive to diverse client needs and assets.
Supplemental/Recommended Readings:

Ginsberg & Keys, The politics of human services administration.
Manning, The essence of ethical leadership; The context for ethical leadership.
National Association of Black Social Workers, NABSW Code of Ethics
National Association of Social Workers, Code of Ethics
Weinbach, Creating and managing diversity.
United States Census Bureau population updates.
U.S. Census Bureau, Projections of resident population by race, Hispanic origin, and nationality, 2050 to 2070.
Brody, Leading the organization
Ginsberg & Keys, The politics of human service organizations.
Netting et al., Understanding problems and populations; Analyzing Communities.

Week 3
Tue, June 14, Session #4

*** Reminder: Leadership Term Paper is Due Thur., June 16 ***

General Topics

- Organizational problem-solving and change tactics
- Community problem-solving and change tactics
- Community Intervention Models
- Leaders, Politics, and Conflict Resolution
- Promoting social/economic justice
- Talking a stand against discrimination and oppression
- “Leadership in the News”

POWERPOINT TOPICS AND SLIDES

- Strategic Planning principles and steps
- Action Planning, goals, objectives

Learning Module Content: (a) social problem identification and problem-solving strategies, (b) definition and types of planning, (c) strategic planning and management, (d) program design and development, (e) developing action plans, (f) meeting strategies, (g) community assessment protocols, (h) community interface strategies

Supplemental Readings:
Brody, Problem-solving; Designing and developing consumer-oriented programs; Strategic Planning; Agency-environment relations; Understanding task environments; Organizational structure and processes; Organizational leadership and supervision; Setting doable objectives.
Brueggemann, Social problems and the Challenge of macro social work; Rational problem-solving and social thinking; The practice of social work program development.
Netting et al., Understanding communities; Analyzing communities; Changing macro systems; Planning, implementing, monitoring, and evaluating macro intervention.
Weinbach, Planning.

Week 3, cont.
Thur, June 16, Session #5  *** Reminder: Term Papers Due TODAY ***

General Topics

- Team-building
- Collaboration and coordination in community and organizational settings
- The influences and implications of culture, politics, ideology, etc., on worldviews
- “Leadership in the News”
- Skills for financial management in organizations
- Resource procurement and grant-writing
- Expenditure analysis
- Marketing for diverse client systems
- Funding diversification
- “Leadership in the News”

Learning Module Content: (a) Team-building; (b) Development of coalitions; (c) conflict resolution; (d) task group processes and dynamics; (e) Social work in multi-cultural organizations; (f) Women and other under-represented groups in management; (g) Leadership collaboration in diverse communities; (h) managing agency budgets and finances, (i) funding and resources procurement (grant-writing), and (j) the imperative of funding source diversification.

POWERPOINT TOPICS AND SLIDES

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Supplemental Readings:
Brody, Developing and coordinating human services; Designing and developing consumer-oriented programs; Strategic planning; The practice of community organization; Handling communities and conflict; Developing and coordinating human services.

Brueggemann, The practice of community organization.

Ginsberg & Keys, managing the new multicultural workplace; Women and social work management.

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

Perlmutter et al., Supporting diversity.

Weinbach, Creating and managing diversity.

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**Week 4**  
**Tue, June 21, Session #6**

**General Topics, cont. from previous week**

- Team-building
- Collaboration and coordination in community and organizational settings
- The influences and implications of culture, politics, ideology, etc., on worldviews
- “Leadership in the News”
- Skills for financial management in organizations
- Resource procurement and grant-writing
- Expenditure analysis
- Marketing for diverse client systems
- Funding diversification
- “Leadership in the News”

*Learning Module Content: (a) Team-building; (b) Development of coalitions; (c) conflict resolution; (d) task group processes and dynamics; (e) Social work in multi-cultural organizations; (f) Women and other under-represented groups in management; (g) Leadership collaboration in diverse communities; (h) managing agency budgets and finances, (i) funding and resources procurement (grant-writing), and (j) the imperative of funding source diversification.*

**Supplemental Readings:**

Brody, Developing and coordinating human services; Designing and developing consumer-oriented programs; Strategic planning; The practice of community organization; Handling communities and conflict; Developing and coordinating human services.

Brueggemann, The practice of community organization.

Ginsberg & Keys, managing the new multicultural workplace; Women and social work management.

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

Perlmutter et al., Supporting diversity.

Weinbach, Creating and managing diversity.
Reminder:
**VCLS Organizational Action Plans due on June 24 (PPT doc) **
**VCLS Political Strategy due on June 24. (Word doc) **

Week 4, cont.
Thur, June 23, Session #7

*** **MIDTERM EXAMINATION TODAY** ***

Week 5
Tue, June 28, Session #8

Virtual Community leadership Simulation (Part I) Today
Individual Organizational Action Plan Presentations

Location: Henson Hall Multi-purpose Room

Week 5, cont.
Thur, June 30, Session #9

Virtual Community leadership Simulation (Part I) Today, cont.
Individual Organizational Action Plan Presentations
Location: Henson Hall Multi-purpose Room
Week 6,

Tue, July 5, Session #10 (Final Class Session)

*** Virtual Community leadership Simulation, (Part II) ***

Trilateral Group Strategic Plan Presentations

Location: TBD

Additional Leadership Resources

As professional social workers it is our responsibility to continually grow and develop through professional study. The following represents SOME of the many additional reading material you can use in this valuable pursuit.


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


