

This package contains model syllabi for both the face-to-face (SWK-S) and online (SWK-D) versions of the course. Use the version applicable to your teaching assignment, and be sure to delete the unused version and this cover page before distributing. Please direct any questions to your program director or coordinator.

SWK-S 661 Executive Leadership Practice (3 cr.)

Course Information

Semester Year:	XXXXX	Instructor:	XXXXX XXXXXXXXXX
Section Number:	XXXXX	Office:	XXXX
Location:	XXXXX	Email:	XXXX
Day:	XXXXX	Phone:	XXXX
Time:	XXXXX	Office Hours:	XXXX

Course Description

This class is designed to prepare all graduates to provide foundational leadership and administrative services. At a time in which most individuals, communities and organizations face enormous adaptive pressures, leadership competencies are critical to enable individuals and organizations to work together and thrive. In this class, students will have the opportunity to learn and apply theories of leadership, management and neuroscience, clarifying the complex relationship among key concepts such as – leadership, leadership management, power, authority, influence, negotiation, and decision-making– establishing various theoretical frameworks for leadership practice. Additionally, students will also learn about basic organizational structure, program development, budgets, program evaluation, governance and personnel management. During each module, students should be prepared to fulfill leadership roles in simulations, role-plays, demonstrations, and critical issue discussions related to the weekly topics, readings, and assignments.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- 1: Demonstrate Ethical and Professional Behavior in Clinical and Community Practice
 - Social workers understand the value base of leadership roles as well as relevant laws and regulations that may impact organizations.
 - Social workers use ethical decision-making in an organizational context.
- 2: Engage Diversity and Difference in Practice in Clinical and Community Practice
 - Social workers understand the need for diversity and difference as essential components when developing interventions for organizations in clinical and community practice.
- 6 & 7: Engage and Assess with Organizations in Clinical and Community Practice
 - Social workers understand the organizational best practices in order to engage with and assess organizations.
 - Social workers engage people within organizations to make organizational change.
- 8: Intervention with Organizations in Clinical and Community Practice

- Social workers design an intervention plan with detailed action steps and timelines to address an organizational need.

Course Objectives

1. Examine theories and research regarding administrative, leadership and management practices
2. Analyze the dynamics of power and influence in organizations and develop skills to empower themselves, team members, and constituents.
3. Examine and apply ethical theories, ethical decision-making frameworks and reasoning to lead individuals, programs or organizations.
4. Integrate skills for professional growth, development and self-care with regard to leadership practice and administrative supervision.
5. Apply organizational development competencies (such as designing a basic organizational structure, governance and board of directors, program development, evaluation, strategic planning, resource development, budgeting and fiscal management, and personnel management) and planning within the context of a mission driven administration.
6. Analyze financial resources and the use of budgets in the context of organizational settings.
7. Incorporate Human Resources principles and the Law into the process of hiring, appraisal, supervision, evaluation and termination with the protection they provide and their limitations
8. Identify and analyze current best practices in administration and management from organizational, systemic, and global perspectives
9. Understand the impact of administration styles on organization culture and environment.
10. Appraise organizational policies and practices in relationship to employee performance, retention, morale, and commitment to diverse populations, including Sexual Orientation, Age, Mental and Physical Abilities, Gender, Ethnicity, Class, Culture, Spiritual/Religious Beliefs, Language and other key dimensions of diversity.

Required Texts

- Kouzes, J. & Posner, B. (2017). *The Leadership Challenge* (6th ed.). San Francisco, CA: Jossey-Bass.
- R. Brody and M.D. Nair (2014). *Effectively Managing and Leading Human Service Organizations*. Thousand Oaks, CA: Sage
- Rath, T. (2007). *StrengthsFinder 2.0*. New York, NW: Gallup Press

Additional Readings (Available in Canvas)

- Austin, M. J. & Hopkins, K. M. (2004). Supervisory Relationships. *Supervision as Collaboration in the Human Services* (pp. 21-34). Thousand Oaks, CA: Sage Publications, Inc.
- Austin, M. J. & Hopkins, K. M. (2004). The Collaborative Practice of Workplace Teams. *Supervision as Collaboration in the Human Services* (pp. 59-70). Thousand Oaks, CA: Sage Publications, Inc.
- BoardSource (2013). *101 Board Basics: Benefiting from Diversity*. Washington: BoardSource.
- BoardSource (2013). *101 Board Basics: Board Responsibilities and Structures – FAQs*. Washington: BoardSource.

- BoardSource (2013). *101 Board Basics: Do we need Committees?*. Washington: BoardSource.
- Fisher, E.A. (2009). Motivation and leadership in social work management: A Review of the theories and related studies. *Administration in Social Work*, 33, 347-367
- Goleman, D. (1998). What makes a leader? *Harvard Business Review*, 78 (6), 93-102
- Hopkins, B. R. & Gross, V. C. (2010). The Legal Framework of the Nonprofit Sector in the United States. In D. Renz and Associates (eds.), *The Jossey-Bass Handbook of Nonprofit Leadership and Management* (pp. 42-76). San Francisco, CA: Jossey-Bass.
- Joseph C. R. (1990). Leadership: A discussion about ethics. *Business Ethics Quarterly*, 5(1), 129-142
- Kantabutra, S. & Avery, G. A. (2010). "The power of vision: statements that resonate", *Journal of Business Strategy*, Vol. 31 Issue: 1, pp.37-45, <https://doi.org/10.1108/02756661011012769>
- Kettner, P. M. (2013). Managing Resources to Support Excellence. In A. Dodge (eds.), *Excellence in Human Service Organization Management* (pp. 62-114, 280-305). Upper Saddle River, NJ; Pearson.
- Lewis, J. A., Pickard, T.R., & Lewis, M. C. (2012). Develop and Managing Human Resources, *Management of Human Services Programs* (5thed). Belmont, CA.: Brooks/Cole.
- National Association of Social Workers. (2017). Code of ethics of the National Association of Social Workers. Washington, DC. NASW Press.
- Pakroo, P. H. (2009). Naming and Structuring Your Nonprofit. In L. Guerin (eds.), *Starting & Building a Nonprofit; a practical guide* (pp. 10-32). Berkley, CA; Nolo.
- Rangan, V.K. (2004). Lofty Missions, Down-to-Earth Plans, *Harvard Business Review*, Reprint R0403J.
- Renz, D. O. (2010). Leadership, Governance, and the Work of the Board. In D. Renz and Associates (eds.), *The Jossey-Bass Handbook of Nonprofit Leadership and Management* (pp. 125-156). San Francisco, CA: Jossey-Bass.

Course Content

This course builds on fundamental leadership, management and administrative competencies necessary for leadership practice. It is structured into two major units: (1) The first unit places great emphasis on the nature of leadership, understanding her/him/they as a leader, the team, and the context. More specifically, the unit covers theories of leadership, team-building, supervision, and ethical leadership practice as necessary ingredients in understanding oneself, along with key concepts such as power, negotiation and decision-making. (2) The second unit of the course focuses on organizational dimensions of leadership. Issues pertaining to organizational structure, program development, budgets, program evaluation, governance and personnel management are all covered in this unit. Promoting experiential learning, the course will invite various community leaders to share their experiences with our learning community and will draw on students' personal/professional experiences, as they reflect present challenges and future opportunities.

To promote critical thinking, each topic, activity, and assignment infuses social work professional values and ethics, challenges, and strategies to promote accountability. Similarly, we will move beyond a general discussion of diversity issues to create specific opportunities to strengthen our cultural humility as mission-driven, consumer-centered social work leaders. Each module, activity, and assignment promotes critical thinking and opportunities to synthesize culturally competent knowledge, skills, and attitudes in Executive Leadership Practice. Our examination of leadership theoretical and practice models will incorporate selected exemplars on Sexual Orientation, Age, Mental and Physical Abilities, Gender, Ethnicity, Class, Culture, Spiritual/Religious Beliefs, Language, Region, and other key dimensions of diversity.

Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

Module 1: The Nature of Leadership- Defining Leadership, Management and Administration

Dates:

Overview

- A. Nature of Leadership
- B. Management vs. Administration

Readings

1. Kouzes, J. & Posner, B. (2012). Chapters 1 from required text
2. Goleman, D. (1998). From the required readings.

Module 2: Becoming a Leader

Dates:

Overview

This module enhances the understanding of how to become a leader by looking at leadership concepts and practices.

Readings

1. Kouzes, J. & Posner, B. (2012). Chapters 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12 from required text

Module 3: Theories and Concepts of Leadership

Dates:

Overview

This module provides an introduction to selected theoretical perspectives related to leadership.

Readings

1. Brody, R. & Nair, M. (2014) Chapter 1 from required text
2. Fisher (2009). From the required readings

3. Anastasios, Z. & Panayiotis, C. (2010). From the required readings.
4. Rath, T. (2007). StrengthsFinder 2.0. New York, NY: Gallup Press.

Module 4: Team-building & Supervision

Dates:

Overview

This module will discuss theoretical frameworks and factors for the development of effective teams.

Readings

1. Austin, M. J. & Hopkins, K. M. (2004). (pp.21-34) from the required readings
2. Austin, M. J. & Hopkins, K. M. (2004). (pp.59-70) from the required readings

Module 5: Ethics and Leadership

Dates:

Overview

This module discusses the ethical practice of leadership and its importance on the organization's success.

Readings

1. NASW Code of Ethics from the required readings
2. Joseph C. R. (1990). From the required readings.

Module 6: Basic Organizational Structure (Agency Mission, vision, goals..)

Dates:

Overview

This module introduces the basic structure of social service organizations as non-profit, for-profit or governmental entities. It also addresses the development and importance of an organization's mission and vision statements.

Readings

1. Hopkins, B. R. & Gross, V. C. (2010). from the required readings
2. Pakroo, P. H. (2009). From the required readings
3. Kantabutra, S. & Avery, G. A. (2010). From the required readings
4. Rangan, V.K. (2004). From the required readings

Module 7: Governance and Board of Directors

Dates:

Overview

This module introduces the governance structure of non-profit organizations. It discusses the duties and roles of the Board of Directors as leaders of the organization.

Readings

1. Board Source (2013). Three articles from the required readings
2. Renz, D. O. (2010). from the required readings

Module 8: Program Development, Evaluation and Strategic planning

Dates:

Overview

This module ties together the concepts of the program development cycle; needs assessment, program development, implementation, and evaluation. It also introduces need behind organizational strategic planning, its purpose and a process model.

Readings

1. Brody, R & Nair, M. (2014) Chapters 3 and 4 from required text
2. Kettner, P. (2013) Chapters 3 and 4

Module 9: Personnel Management

Dates:

Overview

This module ties together the concepts of personnel management beginning with the job design, recruitment and hiring process, progressing through the orientation/training phase, then the ongoing support and evaluation of employees. It also covers topics associated with personnel policies and the law.

Readings

1. Lewis, J. A., Pickard, T.R., & Lewis, M. C. (2012). From the required readings.
2. Brody, R. & Nair, M. (2014) Chapters 5, 6, 7, 8 from required text

Module 10: Resource Development, Budgeting and Fiscal Management

Dates:

Overview

This module emphasizes the importance of organizational sustainability as it relates to the stability and continued growth of the organization in meeting its mission. It provides students with a basic working knowledge of financial management through topics such as budget development, identifying revenue streams, understanding use of financial statements, and evaluation of budgets through audits and other reports.

Readings

1. Brody, R. & Nair, M. (2014) Chapters 13, 14, 16 from required text
2. Poertner, J. & Rapp, C. (2007) Chapter 9
3. Kettner, P. M. (2013). Chapter 11

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments

1. Leadership Challenge Presentations (Group Assignment)
 - a. DUE:
 - b. Points:25
2. Leadership Challenge Presentations Discussion (Individual Assignment)
 - a. DUE:
 - b. Points:5
3. Leadership Analysis: Hidden Figures (Individual Assignment)
 - a. DUE:
 - b. Points:15
4. StrengthsFinder Reflection Paper (Individual Assignment)
 - a. DUE
 - b. Points: 15
5. Model Organization Paper (Group Assignment)
 - a. DUE:
 - Governance and Board of Directors.....
 - Program.....
 - Personnel
 - Fiscal Management.....
 - b. Points:20
6. Model Organization Presentation- Professor (Group Assignment)
 - a. DUE:
 - Governance and Board of Directors.....
 - Program.....
 - Personnel
 - Fiscal Management.....
 - b. Points:5
7. Model Organization Presentation- Peers (Group Assignment)
 - a. DUE:
 - Governance and Board of Directors.....
 - Program.....
 - Personnel

- Fiscal Management.....
 - b. Points:5
- 8. Model Organization – Group Participation (Individual Assignment)
 - a. DUE:
 - Governance and Board of Directors.....
 - Program.....
 - Personnel
 - Fiscal Management.....
 - b. Points:5
- 9. Signature Assignment: Leadership Analysis and Organizational Dimensions Exam (Individual Assignment)
 - a. DUE:
 - b. Points:30
- 10. Professional Participation (Individual Assignment)
 - a. DUE:
 - b. Points10

Assignment Overviews

Leadership Challenge Group Presentation

The Leadership Challenge by Kouzes and Posner is an important book on the research they have done on effective leadership. Groups will be assigned one of the Five Practices of Exemplary Leadership from the book and will conduct online presentations to the class.

Leadership Analysis: Hidden Figures

As a class, we will watch the film “Hidden Figures.” Students will complete a three to five page paper analyzing key leadership characteristics seen in the film and link their discussion to the Kouzes and Posner book, *The Leadership Challenge*. Specifically, students should make connections from the film to Kouzes and Posner’s Five Practices of Exemplary Leadership.

Strengths Reflection

Self-awareness is a critical part of being a successful social worker. Students will each complete the StrengthsFinder 2.0 Assessment and read the full text. Each student will write a paper reflecting on their unique strengths, when strengths become weaknesses, application to their leadership skills, usefulness in team building, and alignment to social work practice.

Model Organization and Presentation

Students will work in small groups to create a portion of a model organization designed to provide a specific service for a specific population group. Groups will develop the content of the determined

areas outlining the central elements of their organization and provide a formal presentation during class.

The purpose of this assignment is to enable you to think creatively and critically about management and leadership in social work. It provides you with an opportunity to be creative as you conceptualize what a “model organization” might look like. The assignment also provides the class with the opportunity to strategically conceptualize its organization from its name through organizational effectiveness and all elements in between. Your model organization assignment also meets the course objectives and prepares you for professional leadership.

Signature Assignment

The signature assignment consists of an exam with two major components:

Part A: Leadership analysis (50 %) – Assuming that you are the supervisor/manager/director of a social work agency, you will be provided with a CASE STUDY that requires your intervention to address the leadership challenge. Please apply the leadership theories and concepts learned in class to:

1. Identify a theory of leadership, summarize it and explain how it would relate to the problem, the setting of the agency or your proposed solution
2. Identify a decision-making style you will incorporate in resolving the problem
3. Design a plan of intervention, with detailed steps of action and timelines that you would take to resolve the problem, and
4. Identify any consequences of your action plan.
5. What are the ethical and legal implications that you have to consider?

Part B: Exam (50%) - The questions in the test are multiple choice and true or false covering the Organizational Dimensions content from the course, including: Basic Organizational Structure, Governance and Board of Directors, Program Development, Evaluation, Strategic Planning, Resource Development, Budgeting and Fiscal Management, and Personnel Management.

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students’ work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They

are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

SWK-D661 Executive Leadership Practice (3 cr.)

Course Information

Semester Year:	Term and year	Instructor:	XXXXX XXXXXXXXXX
Section Number:	XXXXXX	Office:	XXXX
Location:	XXXXXX	Email:	XXXX
Day:	XXXXXX	Phone:	XXXXX
Time:	XXXXXX	Office Hours:	XXXXXXXXXX

Course Description

This course addresses administrative, management, leadership, and supervisory skills necessary for leadership practice. Included are staff hiring, supervision, evaluation, and termination; working with boards and volunteers, leadership styles, strategic planning, and current best practices in administration. Our example of leadership theoretical and practice models will incorporate selected exemplars on Sexual Orientation, Age, Mental and Physical Abilities, Gender, Ethnicity, Class, Culture, Spiritual/Religious Beliefs, Language, Region, and other key dimensions of diversity. Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this semester, students are expected to demonstrate at least beginning level competencies in the following:

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

Apply their individual understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

Engage in practices that advance social, economic, and environmental justice.

Secondary

- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Course Objectives

1. Examine theories and research regarding administrative, leadership, and management practices
2. Analyze the dynamics of power and influence in organizations and develop skills to empower themselves, team members, and constituents
3. Examine and apply ethical theories, ethical decision-making frameworks, and reasoning to lead individuals, programs, or organizations
4. Integrate skills for professional growth, development, and self-care with regard to leadership practice and administrative supervision
5. Apply organizational development competencies (such as designing a basic organizational structure, governance and board of directors, program development, evaluation, strategic planning, resource development, budgeting and fiscal management, and personnel management) and planning within the context of a mission-driven organization
6. Analyze financial resources and the use of budgets in the context of organizational settings
7. Incorporate Human Resources principles and the Law into the process of hiring, appraisal, supervision, evaluation, and termination with the protection they provide and their limitations
8. Identify and analyze current best practices in administration and management from organizational, systemic, and global perspectives
9. Understand the impact of administration styles on organization culture and environment
10. Appraise organizational policies and practices in relationship to employee performance, retention, morale, and commitment to diverse populations, including Sexual Orientation, Age, Mental and Physical Abilities, Gender, Ethnicity, Class, Culture, Spiritual/Religious Beliefs, Language, and other key dimensions of diversity

Required Texts

- Brody, R., & Nair, M. (2014). *Effectively managing and leading human service organizations* (4th ed.). Thousand Oaks, CA: Sage.
- Drucker, D. F., George, B., Goleman, D., Harvard Business Review, & Triandiflou, D. (2011). *HBR's 10 must reads on leadership*. Harvard Business School Publishing Corporation.
- Rath, T. (2007). *StrengthsFinder 2.0*. New York, NY: Gallup Press.

Course Content

Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.

This course builds on fundamental leadership, management, and administrative competencies necessary for leadership practice. It is structured into two major units: (1) The first unit places great emphasis on the nature of leadership, understanding him/her/they as a leader, the team and the context. More specifically, the unit covers theories of leadership, team-building, supervision, and ethical leadership practice as necessary ingredients in understanding oneself, along with key concepts such as power, negotiation, and decision-making. (2) The second unit of the course focuses on organizational dimensions of leadership. Issues pertaining to organizational structure, program development, budgets, program evaluation, governance, and personnel management are all covered in this unit. Promoting experiential learning, the course will invite various community leaders to share their experiences with our learning community and will draw on students' personal/professional experiences as they reflect challenges and future opportunities.

To promote critical thinking, each topic, activity, and assignment infuses social work professional values and ethics, challenges, and strategies to promote accountability. Similarly, we will move beyond a general discussion of diversity issues to create specific opportunities to strengthen our cultural humility as mission-driven, consumer-centered social work leaders. Each module, activity, and assignment promotes critical thinking and opportunities to synthesize culturally competent knowledge, skills, and attitudes in Executive Leadership Practice. Our examination of leadership theoretical and practice models will incorporate selected exemplars on Sexual Orientation, Age, Mental and Physical Abilities, Gender, Ethnicity, Class, Culture, Spiritual/Religious Beliefs, Language, Region, and other key dimensions of diversity.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

Module 1: The Nature of Leadership: Defining Leadership, Management, and Administration

Week 1

Overview

This module provides information on integrating skills for professional growth, development and self-care with regard to leadership practice and administrative supervision

Assignments

Readings

- 1) George, B., Sims, P., McLean, A. N., & Mayer, D. (2011). Discovering your authentic leadership. In *HBR's 10 Must Reads on Leadership* (required text).
- 2) Kotter, J. P. (2011). What do leaders really do? In *HBR's 10 Must Reads on Leadership* (required text).
- 3) Northouse, P. G. (2016). *Leadership: Theory and Practice* (7th ed.) Thousand Oaks, CA: Sage Publications, Inc. Chapter 1: Introduction. (Canvas)

Individual Assignment

- 4) Unit I Application: Leadership Interviews and Analysis

Group Assignment

- 5) M1 Discussion: Best Leader and Mentor Qualities

Module 2: Becoming a Leader

Week 2

Overview

This module examines theories and research regarding administrative, leadership, and management practices and provides information for professional growth, development and self-care with regard to leadership practice and administrative supervision.

Assignments

Readings

- 1) Rath, T. (2007). *StrengthsFinder 2.0*. New York, NY: Gallup Press. (required text)
- 2) Goleman, D. (2011). What makes a leader? In *HBR's 10 Must Reads on Leadership* (required text).

Individual Assignment

- 3) M2 Application: Reflection on Strengths

Module 3: Theories and Concepts of Leadership

Week 3

Overview

This module continues to examine theories and research regarding administrative, leadership and management practices.

Assignments

Readings

- 1) Brody, R., & Nair, M. (2014). *Effectively managing and leading human service organizations* (4th ed.). Thousand Oaks, CA: SAGE. Chapter 1: Leading the Organization (required text).
- 2) Drucker, D. F. (2011). What makes an effective executive? In *HBR's 10 Must Reads on Leadership* (required text).
- 3) Kettner, P. M. (2013). *Excellence in human service organization management* (2nd ed.). Chapter 1: Developing a Theory and Philosophy of Management (Canvas).
- 4) Leadership Theories (Canvas)

Group Assignment

- 5) M3 Discussion: Bureaucracy as a Management Tool

Module 4: Team-building and Supervision

Weeks 4 and 5

Overview

This module provides information on organizational supervision, including how to encourage employee motivation and implement a successful learning experience.

Assignments

Readings

- 6) Bennis, W. G., & Thomas, R. J. (2011). *Crucibles of leadership*. In *HBR's 10 Must Reads on Leadership* (required text).
- 7) Goffee, R., & Jones, G. (2011). *Why should anyone be led by you?* In *HBR's 10 Must Reads on Leadership* (required text).
- 8) Shulman, L. (2010). *Interactional Supervision* (3rd ed.). Washington, DC: NASW Press. Chapters 1, 2, and 10 (Canvas)

Group Assignment

- 9) M4 Discussion: Best Team Building Exercise

Module 5: Ethics and Leadership

Week 6

Overview

This module provides information on ethical theories and ethical decision-making frameworks and reasoning in the context of leadership.

Assignments

Readings

- 10) National Association of Social Workers. (2017). *Code of ethics of the National Association of Social Workers*. Washington, DC: NASW Press. (Canvas)
- 11) Foglia, M. B., Cohen, J. H., Pearlman, R. A., Bottrell, M. M., & Fox, E. (2013). Perceptions of ethical leadership and the ethical environment and culture: Integrated ethics staff survey data from the VA Health Care System. *AJOB Primary Research*, 4(1):44-58. (Canvas)
- 12) Healy, L. M. (2007). Universalism and cultural relativism in social work ethics. *International Social Work*, 50(1):11-26. (Canvas)
- 13) Brody, R., & Nair, M. (2014). *Effectively managing and leading human service organizations* (4th ed.). Thousand Oaks, CA: SAGE. Chapter 18: Ethical Dilemmas in Management (required text).

Individual Assignment

- 14) M5 Application: Ethics Case Scenario

Module 6: Basic Organizational Structure (Agency Mission, Vision, Goals...)

Week 7

Overview

This module provides information about organizational development competencies and planning within a mission-driven administration.

Assignments

Readings

- 15) Kettner, P. M. (2013). *Excellence in human service organization management* (2nd ed.). Upper Saddle River, NJ: Pearson Education. Chapter 2: Understanding the Organization from a Systems Perspective (Canvas)

Group Assignment

- 16) M6 Discussion: Organization Action Plan

Module 7: Governance and Board of Directors

Week 8

Overview

This module provides an overview of current best practices in administration and management.

Assignments

Readings

- 17) Brody, R., & Nair, M. (2014). Chapter 12 from required text
- 18) Renz, D. O. (2010). Leadership, governance, and the work of the Board. In D. Renz and Associates (Eds.), *The Jossey-Bass Handbook of Nonprofit Leadership and Management* (pp. 125-156). San Francisco, CA: Jossey-Bass. (Canvas)

Individual Assignments

- 19) Quick Check Activity: Governing Nonprofit Organizations
- 20) Quick Check Activity: Agency Board Responsibilities
- 21) Unit II Application: Organization Analysis Project

Module 8: Strategic Planning, Program Development, and Evaluation

Weeks 9, 11

Overview

This module provides information on theories and research regarding administrative, leadership and management practices.

Assignments

Readings

- 1) Brody, R., & Nair, M. (2014). Chapters 2 and 3 from required text

Group Assignment

- 2) M8 Discussion: Needs Assessment

Module 9: Personnel Management

Weeks 12, 13, 14

Overview

This module provides information about how to incorporate Human Resources principles and the Law into various processes, including hiring, appraisal, supervision, evaluation, and termination.

Assignments

Readings

- 3) Kettner, P. M. (2013). *Excellence in human service organization management* (2nd ed.). Upper Saddle River, NJ: Pearson Education. **Chapter 5:** Maximizing Organizational Performance through Human Resources Planning (Canvas)
- 4) Kettner, P. M. (2013). *Excellence in human service organization management* (2nd ed.). Upper Saddle River, NJ: Pearson Education. **Chapter 6:** Strengthening the Organization through Excellent Recruitment, Selection, and Hiring Practices (Canvas)
- 5) Brody, R., & Nair, M. (2014). Chapters 5, 6, and 7 from required text

Individual Assignments

- 6) Quick Check Activity: Affirmative Action
- 7) M9 Application: Professional Participation Self-Evaluation

Module 10: Resource Development, Budgeting, and Fiscal Management

Weeks 15 and 16

Overview

This module provides information about organizational development competencies.

Readings

- 8) Brody, R., & Nair, M. (2014). Chapters 13, 14, 15, 16, and 17 from required text.

Individual Assignment

- 9) Application: Needs Assessment Budget

Signature Assignment

Individual Assignment

- 10) Signature Assignment Final Exam Part 1: Essay Question
- 11) Signature Assignment Final Exam Part 2: Multiple Choice & T/F Questions

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a wordprocessor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments

11. M1 Discussion: Best Leader and Mentor Qualities (Group Assignment)
 - a. DUE:TBD
 - b. Points:20 pts.
12. Unit I Application: Leadership Interviews and Analysis (Individual Assignment)
 - a. DUE:TBD
 - b. Points:100 pts.
13. M2 Application: Reflection on Strengths (Individual Assignment)
 - a. DUE:TBD
 - b. Points:25 pts.
14. M3 Discussion: Bureaucracy as a Management Tool (Group Assignment)
 - a. DUE:TBD
 - b. Points:20 pts.
15. M4 Discussion: Best Team Building Exercise (Group Assignment)
 - a. DUE:TBD
 - b. Points:20 pts.
16. M5 Application: Ethics Case Scenario (Individual Assignment)
 - a. DUE:TBD
 - b. Points:25 pts.
17. M6 Discussion: Organizational Action Plan (Group Assignment)
 - a. DUE:TBD
 - b. Points:20 pts.
18. Quick Check Activity: Governing Nonprofit Organizations (Individual Assignment)
 - a. DUE:TBD
 - b. Points:6 pts.
19. Quick Check Activity: Agency Board Responsibilities (Individual Assignment)
 - a. DUE:TBD
 - b. Points:7 pts.
20. Unit II Application: Organization Analysis Project (Individual Assignment)
 - a. DUE:TBD
 - b. Points:100 pts.
21. M8 Discussion: Needs Assessment (Group Assignment)
 - a. DUE:TBD
 - b. Points:20 pts.
22. Quick Check Activity: Affirmative Action (Individual Assignment)
 - a. DUE:TBD
 - b. Points:6 pts.
23. M9 Application: Professional Participation Self-Evaluation (Individual Assignment)

- a. DUE:TBD
- b. Points:30 pts.
- 24. M10 Application: Needs Assessment Budget (Individual Assignment)
 - a. DUE:TBD
 - b. Points:20 pts.
- 25. Signature Assignment Final Exam Part 1: Essay Question (Individual Assignment)
 - a. DUE:TBD
 - b. Points:50 pts.
- 26. Signature Assignment Final Exam Part 2: Multiple Choice & T/F Questions (Individual Assignment)
 - a. DUE:TBD
 - b. Points:50 pts.

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite

meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

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