SCHOOL OF SOCIAL WORK

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Course Information

Semester Year:	XXXXX	**Instructor:**	XXXXX XXXXXXXXX
Section Number:	XXXXX	**Office:**	XXXX
Location:	XXXXX	**Email:**	XXXX
Day:	XXXXX	**Phone:**	xxxxx
Time:	XXXXX	**Office Hours:**	xxxxxxxxxx

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

S661-01 Examine theories and research regarding administrative, leadership and management practices

S661-02 Analyze the dynamics of power and influence in organizations and develop skills to empower themselves, team members, and constituents.

S661-03 Examine and apply ethical theories, ethical decision-making frameworks and reasoning to lead individuals, programs or organizations.

S661-04 Integrate skills for professional growth, development and self-care with regard to leadership practice and administrative supervision.

S661-05 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.

S661-06 Analyze financial resources and the use of budgets in the context of organizational settings.

S661-07 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

S661-08 Identify and analyze current best practices in administration and management from organizational, systemic, and global perspectives

S661-09 Understand the impact of administration styles on organization culture and environment.

S661-10 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. (2012). The Leadership Challenge (5th ed.). San Francisco, CA: Jossey-Bass.

Poertner, J. & Rapp, C. (2007). Textbook of Social Administration. Binghampton, NY: The Haworth Press, Inc.

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. 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. Fisher (2009). From the required readings
2. Poertner, J. & Rapp, C. (2007) Chapter 1 from required text

3. Anastasios, Z. & Panayiotis, C. (2010). From the required readings.

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. Poertner, J. & Rapp, C. (2007) Chapter 3, 4, 5, 6, and 7 from required text

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. Poertner, J. & Rapp, C. (2007) Chapter 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. Poertner, J. & Rapp, C. (2007) Chapter 9 from required text
2. Kettner, P. M. (2013). From the required readings.

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: 10

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. Model Organization Paper (Group Assignment)

    a. DUE:

    Governance and
    Board of Directors..................
    Program................................
    Personnel ....
    Fiscal Management................

    b. Points: 15

5. Model Organization Presentation- Professor (Group Assignment)

    a. DUE:

    Governance and
    Board of Directors..................
    Program................................
    Personnel ....
    Fiscal Management................

    b. Points: 5

6. Model Organization Presentation- Peers (Group Assignment)

    a. DUE:

    Governance and
    Board of Directors..................
    Program................................
    Personnel ....
    Fiscal Management..............

    b. Points: 5

7. Model Organization – Group Participation (Individual Assignment)

   a. DUE:

   Governance and
   Board of Directors..................
   Program..................................
   Personnel ....
   Fiscal Management...............

   b. Points: 5

8. Signature Assignment: Leadership Analysis and Organizational Dimensions Exam (Individual Assignment)

   a. DUE: ....

   b. Points: 30

9. Professional Participation (Individual Assignment)

   a. DUE: ....

   b. Points 10

Assignment Details

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.

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 <u>in-class exam</u> 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

Course Policies

Assignment

Students are expected to submit all assignments on time. <u>If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late.</u> IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. <u>Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.</u>