Syllabus

Course Description

This course focuses on leadership and change in social agencies, in relationship to the roles and functions of managers and administrators. It provides a general overview of administrative and supervisory functions in social agencies focusing on the knowledge, values and skills needed for managing change and providing leadership. These are the qualities needed for successful administrative practice in first line and middle management positions and in small agencies typically found in rural and regional contexts. The course approaches management of social service agencies as “social work in an administrative setting,” allowing students to build on their generalist knowledge and skills acquired in their previous coursework and practice.

Rationale

Social work as practiced in an organizational setting requires that social workers fill a variety of positions and roles. In order to assure the achievement of social welfare goals, social workers, regardless of their professional position in the organization, need to understand the process of organizational planning and intervention. They need to understand and be comfortable with change, and they need to be able to assume leadership roles in a variety of contexts. Since many MSW trained social workers take on supervisory and management positions within five years of graduation, a framework for understanding management roles and functions is needed.

Course Objectives

By the end of the course, the student should be able to:

1. Understand what leadership involves. Understand the characteristics and principles of leadership. Develop one's own style and approach to this challenge.
2. Understand what management involves. Understand the functions and principles of management. Develop one's own style and approach to management.
3. Describe administrative functions and the roles and responsibilities of governing and advisory bodies in a social service organization.
4. Develop and analyze organizational visions, missions, goals and policies in terms of desired client outcomes.
5. Apply and adapt leadership and management functions to the types of social service organizations often found in rural and regional contexts.
6. Describe and demonstrate skills and tasks related to program/project development and management, human resources management and financial management.
7. Assess the organizational culture and plan interventions to enhance and support diversity in both the workplace and among people served.

Course Content

1. Organizational leadership and program management: Managerial role, leadership theory and practice, strategic and programmatic planning, ethics, quality management, policies and procedures, working with governing and advisory boards, community agency networking, fundraising, marketing, and managing information.
3. Human resource management: Job descriptions, diversity, recruiting, interviewing, hiring, training, evaluating, supervisory styles, team building, retention, and dismissal.
4. Financial management: Types of budgeting (line item, functional, zero based) roles of the administrator and governing boards; grants, contracts, record keeping and financial statements.

Methodology
This course is designed as an advanced level class. This assumes considerable responsibility on the part of students to participate in class discussions, be prepared for discussion of reading assignments, and to prepare for class presentations and simulations. There will be lectures and guest speakers. The class will also engage in reviewing video tape presentations, discussions, role-play, interviewing community leaders, case study analysis and personal examination of values and skills related to leadership and management styles.

Evaluation
Student learning will be evaluated by demonstrated preparation, including the completion of assigned weekly readings, participation in class discussions and assigned presentations and exercises, including occasional quiz tests, the completion of one major assignment and the timely completion and submission of other, usually weekly, assignments in typed format. Some assignments will be group assignments and others will be individual assignments.
Reading Expectations
In the Leadership component of this class I expect each group to complete and present to class members their assigned readings on their due dates. Each group will be allocated one half hour to present to their peers in the classroom the CORE CONCEPTS of their assigned readings. During these classroom presentations students will, in effect, become TEACHERS of their peers. Students may use handouts or overheads to carry out their assignments. They may also use a panel model of presentation. They must be prepared to answer questions about the assigned readings from fellow students and instructor.

I expect each group to elect a chairperson. This individual is responsible for coordinating the overall presentation. In preparation for the presentation the group chair will assign specific responsibilities and deadlines to individual members of his/her group for completing the multiple tasks (study, research, outline, typing, copying, preparation of overheads, presentation, etc.) critical to conducting an organized and informative presentation. I expect that all members of each group will participate actively in the preparation of each assignment.

Texts


Grading

Demonstrated competence in subject matter as evidenced through

- Class preparation, participation and contribution 50%
- Timely completion of all assignments (typed) 30%
- Professional responsibility and demeanor 20%