SCWK 610-63 CRN 17330
Administration, Management and Supervision in Social Work Practice

Semester: Spring 2014
Day/Time: Wednesday, 4:30-7:15 PM
Location: Wilmington Location, Room 1103

Professor: Dr. Sheridan Quarless Kingsberry
Office/Phone: 621 Market Street, Room 116 (302) 254-5338 (O)/528-0850 (C)

E-Mail: sqkingsberry@desu.edu

Office Hours: Monday 3:15-4:15 PM
Tuesday 1:00-3:00 PM
Wednesday 3:15 to 4:15 PM
Thursday 1:00-3:00 PM

COURSE DESCRIPTION:

This course is designed to increase students’ knowledge and skills for social work macro practice in organizations. The course aims to prepare students for leadership positions as administrator, manager and supervisor. Accordingly, students will be encouraged to think from an organizational point of view; specifically, looking at systems dynamics and the functioning of the organization as an entity and to critically think and behave like managers and leaders, with a broad, visionary perspective and an emphasis on both results and process. The course is taught with the point of view that organizations provide services in a manner reflecting its orientation to service delivery. Hence, students are challenged to consider how an organization should organize and deliver services and manage its diverse human resources in a manner consistent with strengths, empowerment, and global perspectives.

COURSE CREDITS: Three (3) semester hours

PREREQUISITE(S): Second year status.
Course Rationale:

The sole macro practice course in the graduate curriculum is designed to provide students with a clear understanding of administration, management and supervision in the context in which they occur for social workers and helps to formally prepare them for leadership positions at the macro level in contemporary human service organizations. The course focuses on decision making and institution building and helps students to connect the model of the social agency to organization theory and community theory. Finally, the course emphasized various administrative processes that together form a cycle (e.g. planning, implementation, operations, accountability and evaluation) and general organizational processes (e.g. communications, information, authority and power).

Required Texts:


Supplemental/Recommended Readings:


Blackboard:

This will be a Blackboard-enhanced course. Additional assignments from newspapers and magazines may be posted throughout the semester so students are responsible for checking blackboard occasionally at [http://dsuonline.blackboard.com](http://dsuonline.blackboard.com) for additional assignments. Students are responsible for providing their correct email address to the Blackboard staff. For assistance contact Ms. Marlene Cox at mcox@desu.edu. Supplemental readings will also be available on the DSU Library’s Electronic Reserves [ERes] [www.desu.edu](http://www.desu.edu). For assistance, contact Ms. Beverly Charlot at bcharlot@desu.edu. The ERes password will be distributed on the first day of class.
The following Student Learning Objectives/CSWE EPAS Competencies, Practice Behaviors and Department of Social Work Underpinnings will be assessed in this course, via the Assessment Rubric. The assessment criteria are described under the section University Grading Scale:

The Administration, Management and Supervision course will address the following three (3) Student Learning Objectives/EPAS Core Competencies, four (4) Practice Behaviors (PBs), three (3) Advanced Practice Behaviors (APBs) and three (3) Department of Social Work Underpinnings:

**Obj. 1: EP 2.1.1** Identify as a professional social worker and conduct oneself accordingly.  
**KVS:** social workers serve as representatives of the profession, its mission, and its core values, know the profession’s history and commit themselves to the profession’s enhancement and to their own professional conduct and growth.  
**Practice Behaviors:**  
**PB 4:** Social workers demonstrate professional demeanor in behavior;  
**PB 5:** Social workers engage in career-long learning;  
**PB 6:** Social workers use supervision and consultation;  
**Advanced PB 42:** Social workers actively participate in professional conferences, meetings, training and seminars.

**Obj. 4: EP 2.1.4** Social workers engage diversity and difference in practice.  
**KVS:** social workers understand how diversity characterizes and shapes the human experiences and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political and ideology, race, religion, sex and sexual orientation. Social workers appreciate that, as a consequence of difference a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power and acclaim.  
**Practice Behavior:**  
**PB 14:** Social workers recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

**Obj. 9: EP 2.1.9** Social workers respond to contexts that shape practice.  
**KVS:** Social Workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels and practice. Social Workers recognize that the context of practice is dynamic and use knowledge and skill to respond proactively.  
**Practice Behaviors:**  
**Advanced PB 43:** Social Workers develop policies and procedures that reflect the profession’s ethical codes, principles and values within and outside of the practice setting.  
**Advanced PB 47:** Social workers develop and implement an advocacy agenda for policy and/or service change to advance human rights and social and economic justice.

**Department of Social Work Underpinnings that will be assessed in this course:**  
1. Strengths Perspectives
2. Empowerment Perspectives
3. Global Perspective

Course Requirements:
1. Students are expected to complete all reading and home-work assignments before attending class.
2. Students are expected to actively participate in all in-class and Blackboard discussions and group assignments. Additionally, students will be expected to engage the class in critical analyses and thought provoking discussions during their individual oral presentations.
3. Students are expected to hand in all class assignments as outlined in syllabus or discussed in class. Formal written assignments must follow the APA manual and be free of spelling and grammatical errors and plagiarism (if in doubt cite).
4. Students are expected to present all assignments on time. No assignment is to be emailed to instructor without prior approval. All papers should be uploaded to Blackboard.
5. Students will be expected to make individual and small group presentations throughout the semester on the journal articles that have been placed on the DSU ERes.
6. Please turn off or put all cell phones on vibrate during class.

Students’ Responsibility for Learning:

ATTENDANCE POLICY
Students are fully responsible for their class attendance. Regular and on-time attendance is expected for all classes. Consistent with the University policy, the final grade will not be reduced because of failure to attend classes.

STATEMENT ON EQUAL OPPORTUNITY
Delaware State University is an equal opportunity institution committed to extending educational equality and non-discrimination in all programs and services of the University to all persons, regardless of race, religion, gender, creed, color, national origin, ancestry, age, marital status, sexual orientation, disability, veteran status, genetic information or other legally protected classification. This policy is in compliance with Titles III and VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Delaware Code. General Equal Opportunity inquiries/complaints (whether informal or formal) should be directed to: the Assistant Vice President of Human Resources and Legal Affairs, 325 Administration Building, Delaware State University, Dover, Delaware 19901 or to the applicable coordinator listed in the directory.

GRIEVANCE PROCEDURE UNDER TITLE VI AND TITLE IX
Title VI of the Civil Rights Act of 1964 prohibits discrimination against various protected classes by educational institutions. Title IX prohibits discrimination based on gender. The following grievance procedure should be used by any student or other member of the public that believes that Delaware State University or any member of the College Community has engaged in any form of discrimination in violation of these laws, or otherwise violated the University’s Statement on Equal Opportunity, in any of its programs and services, with two exceptions. This grievance procedure does not apply to any issues involving employment, and there is a separate
procedure regarding discrimination against persons with disabilities. In addition to the Assistant Vice President of Human Resources and Legal Affairs, ADA inquiries and/or issues may be directed to Roberta C. Durrington, MA, Delaware State University’s Office of Student Accessibility Services (OSAS), 302-857-7304. Fax- 302-857-7637. Email- rdurrington@desu.edu. AA/EO GRIEVANCE PROCEDURES are available on line at http://www.desu.edu.

AMERICANS WITH DISABILITIES ACT (ADA) AND SECTION 504 OF THE REHABILITATION ACT OF 1973
In accordance with ADA, Title II and Section 504 of the Rehabilitation Act of 1973, programs at the University must be accessible to all persons with disabilities. To provide academic program accessibility, it may be necessary to reschedule classes to accessible facilities. With respect to nonacademic programs, it may be necessary to schedule appointments and activities in accessible facilities. Delaware State University will make reasonable accommodations for persons with disabilities. Any student with a disability who needs information or assistance with a disability should contact the Office of Disabilities Services in Room 218 of the Office of Accessibility Services (OSAS), 302-857-7304.

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<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>95-100</td>
<td>Excellent, perfect / without error, clear, readily understandable</td>
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<tr>
<td>A-</td>
<td>90-94</td>
<td>Extremely well done –errors do not detract from clarity</td>
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<tr>
<td>B+</td>
<td>85-89</td>
<td>Very well done, some errors and lacks some clarity</td>
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<tr>
<td>B</td>
<td>80-84</td>
<td>Well done, but amount of errors detract from clarity</td>
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<tr>
<td>C+</td>
<td>75-79</td>
<td>Good: errors &amp; content are substantial distraction</td>
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<tr>
<td>C-</td>
<td>70-74</td>
<td>Acceptable, but with major errors and lacks clarity</td>
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HONESTY POLICY
Integrity must be practiced in all endeavors and relationships. All acts of dishonesty including, but not limited to, cheating on tests and examinations, plagiarism, unauthorized collaboration, alteration or misuse of college documents, records or identification cards, forgery, misrepresentation, unauthorized use of another’s property, lying, theft, or receiving stolen goods will be considered serious misconduct. Any student violating this policy is subject to dismissal from the University. (See MSW Handbook, 2011-2013, pg. 25)

University Grading Scale:

90 – 100 = A  
80 – 89 = B  
70 – 79 = C  
60 – 69 = D  
0 – 59 = F
Assessment Criteria for measuring Student Learning Objectives/EPAS Competencies, Practice Behaviors (core and advanced) and Department of Social Work Underpinnings:

**Advanced** - Students demonstrated an *outstanding* understanding, *clear* recognition and *sound* application of all dimensions of this practice behavior or underpinning.

**Proficient** - Students demonstrated an *acceptable* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

**Satisfactory** - Students demonstrated a *limited* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

**Unsatisfactory** - Students demonstrated *little to no* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

### Course Assignments Weight:

1. Paper 1 CEO/ED 
   25 %
2. Paper 2 Board President 
   25 %
3. Critical Thinking/Analytical Essays 
   25 %
4. Class Project-Grant Proposal 
   10 %
5. Class Project-Mock Organization 
   10 %
6. Class Participation/Oral Presentations/HW 
   05 %

**Total** 100 %

The instructor’s turn-around time for grading the critical thinking essays is one week, and two weeks for all major assignments, with the exception of the class projects. Your final grade will be calculated based on the above weighing system. Students are strongly encouraged to keep track of and calculate their grades throughout the semester to avoid any surprises at the end. Students should meet with instructor to obtain clarification on assignments before they are submitted and obtain strategies to help them succeed in the course and resolve any learning difficulties.

### Course Outline

A diversity of teaching methods will be used in this course. They include lectures, group discussion, written assignments, oral presentations, guest lectures, interviews, and meeting attendance.

In conjunction with the assigned readings you are expected to explore other sources related to the topic such as newspapers, journals, and periodicals to incorporate in your papers, presentations and class discussions. The references at the end of text chapters provide important sources.

**Unit 1. January 15**  
**Human Services Management: An Introduction**

**Review of syllabus:** Student learning objectives/EPAS competencies, practice behaviors and underpinnings that will be addressed in the course as well as expectations, assignments and deadlines. Review of social organizations and communities. **Begin scheduling ED/CEO and Board President interviews and board meetings immediately.** Some will get postponed or cancelled due to inclement weather so have at least two possibilities with which to work. The
following is the link to the Directory of Human Services for Delaware 2011 Version (check for a newer version).

Print Assessment Rubric from Blackboard and bring to class next week. Instructor will explain how the tool will be used to measure your comprehension of the competencies, as characterized by the practice behaviors, and of the underpinnings on major assignments. Each student will receive an individualized assessment rubric with major assignments.

Readings: Weinbach & Taylor, Chapter 1; Grobman: Introduction; Review chapter 8 in Schrizer (HSBE text) on organizations.

Unit 2. January 22
Human Service Management/Understanding the Non-Profit Sector
Definitions and assumptions, supervision versus management, social administration and community, the ecology of social administration, the social agency, and organizations. Misconceptions and functions of management; elements of management that identify it as both science and art. EP 2.1.1, PB 6. Review of Assessment Rubric.
Readings: Weinbach & Taylor: Chapter 1; Grobman: Chapters 1, 2 & 7
Note: A link to the 2008 electronic version of the Encyclopedia of Social Work is available to you on the ERes page for this course.

Discussion of Journal Articles

Unit 3. January 29
Leadership-A Competency in Advanced Social Work Practice
What are the characteristics of leadership? Are leaders born or developed? How does one become a leader? How is a leader different from a manager? What are the knowledge and skills needed to lead human services organization? What are the traits of an empowered leader? (Underpinning 1). How does a leader utilize his or her own strengths and the strengths of his or her supervisees to advance the department’s, division’s or agency’s agenda? (Underpinning 2).

Leadership is? In-class Assignments: The class will engage in a series of leadership exercises. At the end of the exercises, each of you will have the opportunity to assess your own leadership style and better understand the personalities and leadership styles of others. This will help you to become better leaders in an increasingly diverse workforce.
Compass Points; N-S-E-W Assessing Leadership Styles
Reading: Weinbach & Taylor: Chapter 4; Montana & Chanov, Chapter 14 (ERes)

Unit 4. February 5
Grant Writing and Grant Management
Components of a grant application and developing a sound program evaluation plan (build on your program evaluation course)
Readings: Grobman: Chapter 9; Yuen & Teraro, Chapter 2
Critical thinking questions #1 due: Think about your own development as a leader. What do you consider the attributes of an effective leader? Why? What leadership attributes do you possess (strengths)? What attributes do you lack but would like to possess? How do you plan to obtain those attributes in the next few years? Be specific. What leadership position would you like to hold next (volunteer and/or paid) and how do you plan to achieve that goal? (empowerment) (EP 2.1.1; PB 6 & APB 42; UP 1 & 2).

Unit 5  February 12  Management Theories, Models and Principles/Power and Influence of a leader/manager
The context of human services management-service organizations and business, historical origins of current management theories.
Readings: Weinbach & Taylor: Chaps 2 & 3

Critical thinking questions #2 due: What do you associate with the words power and authority? What is your perception of yourself as an authority figure? How do familial, cultural, ethnic, and gender variables (diversity) contribute to the development of this perception? In what ways can a culture’s structures and values oppress, marginalize, alienate or create or enhance privilege and power. Be specific in the context of macro practice (EP 2.1.4; PB 14).

Unit 6  February 19  Functions of Management-Planning Menu/Strategic Planning and Change
The functions of management: planning – mission, goals, objectives, strategies, policies, rules, procedures, programs, and budget.
Readings: Weinbach & Taylor: Chap 5; Grobman: Chapters 6 & 15; Montana & Charnov: Chapters 7 & 8

Paper 1 due ED/CEO (PB 6, PB42, PB14, PB 43 & PB 47; UP 1, 2 & 3)

Unit 7  February 26  Legal and Regulatory Issues in the Non-Profit Sector
Incorporation, 201(c) (3) Tax-Exempt Status, Fees, Other tax exempt status
Readings: Grobman: Chapter 4

Liability, Risk Management & Insurance
Strategies for minimizing exposure to lawsuits
Readings: Grobman: Chapter 17

Unit 8  March 5  Governance/Board Leadership
Governance-boards and directors-political implications. The responsibilities and duties of boards: Policy making, planning, fiscal responsibilities, fund raising, hiring and working with the Chief Executive, communication link, board composition (achieving diversity-EP 2.1.4, PB 14), financial commitment, officers, working committees, board liability, board manual, strategic planning, recruitment and orientation, evaluation and use of strengths (UP 1) and dismissal.
Readings: Weinbach & Taylor: Chap 4; Grobman: Chapter 5
SPRING BREAK: March 10-14, 2014

Unit 9. March 19
Oral Presentations of ED/CEO & Board President interviews and Board meetings.

Paper 2 due-Board President/Meeting. (PB 14, PB 43, PB 47; UP1, 2 & 3)

Unit 10 March 26
Human Resources: Development and Management I

Creating and managing staff diversity; promoting work performance, review classical theories of motivation; management models-fundamental orientation and overviews; Human diversity and social justice. (EP 2.1.4, PB 14).

Homework Assignment:
The host Marty Moss-Coane interviews Daniel Pink, author of the book Drive, which addresses the theory of motivation. Write and submit a one-page analysis of the discussion between Marty and Daniel, due April 2nd. (Home-work assignment).

Readings: Weinbach & Taylor: Chaps 7, 8, 9 & 10; Grobman: Chapter 11

Critical thinking question/statement # 3 due: In the context of managing a diverse workforce, discuss how your own or other’s attitudes and behavior are colored by racism and ethnocentrism. Identify what your own concerns about confronting racial, ethnic and cultural differences would be if you were a manager (diversity). Give an example of a cultural bias that you had and how you overcame it. EP 2.1.4, PB 14.

Unit 11. April 2
Human Resources: Development and Management II

Staff evaluations and personnel actions; Organizing work activities; Controlling staff behaviors; Affirmative Action; Personnel Policies; Time management and burnout. EP 2.1.4, PB 14; EP 2.1.9, PB 43.

Guest Lecturer: Ms. Kealey Johnson, MSW-Social Worker, Christiana Care Health Systems (Invited)


Readings: Weinbach & Taylor: Chaps 7, 8, 9 & 10; Grobman: Chapter 11

Critical thinking questions # 4 due: What role does “diversity” play in social work macro level practice? How does it lead to delivering more effective services to oppressed and vulnerable populations (e.g. poor, immigrant-see KVS) and in ensuring social and economic justice in locally and globally? How can a manager engage diversity and difference in practice? Give examples. If you were a manager, describe how you would either: 1) develop and implement an advocacy agenda to increase the diversity on your staff, or 2) increase a service change to
advance human rights and social and economic justice for your client system. *EP 2.1.4 PB 14, APB 47; UP 1, 2 & 3.*

**Unit 12. April 9  Financial Management Part I**

Common phenomena within service organization: Economic pressure, political pressure, time pressure, change, and computerization.

**Note: Online Course Evaluation due**

**Readings:** Weinbach & Taylor: Chap. 12;

**Unit 13. April 16  Development/Fundraising**

**Guest Lecturer:** Ms. Michele LeFever-Quinn, Associate Director of Development, College of Engineering, University of Delaware (Confirmed)

*Topic: Developing a sustainable fundraising plan for non-profit organizations in an increasingly shrinking economic market.*

Funding sources & IRS regulations

**Readings:** Grobman: Chapter 8

**Unit 14. April 23  Other Important Management Responsibilities EP 2.1.9**

It takes both leadership and management knowledge and skills to effectively and efficiently run today’s human services organizations. Technology management, coalition building, advocacy, & public relations are all management challenges for today’s managers.

**Readings:** Weinbach & Taylor: Chap. 13; Grobman: Chapter 12, 13, 14 & 18

**Unit 15. April 30  Becoming and Remaining a Successful Manager**

Evaluating and assessing policy, advocacy, engaging clients at the micro, mezzo and macro levels, incorporating strengths & empowerment perspectives; values & ethics in administration, social workers’ ethical responsibility to be change agents.

**Readings:** Weinbach & Taylor: Chap 14; Grobman: Chapter 19.

**. Mock Organization paper and grant due**

**Unit 16. May 7  Mock Organization and Grant due.**

**COURSE ASSIGNMENTS:**

1. **CRITICAL THINKING QUESTIONS** – Three pages not including cover page (Papers over 3 pages will not be accepted), double-spaced, Times Roman, 12” font. (See Course Outline for specifics. Due dates are 2/5, 2/12, 3/26 & 4/2).

2. **Paper 1** - Interview a Chief Executive Officer/Executive Director of a non-profit agency or a high level manager in a governmental organization (Deputy Director or
Division Director—person must have management and budgetary responsibility) of your choice. Write a 7-page (no more, no less) paper on your interview. [See outline below.] Due February 19th.

3. Paper 2 - Interview a Board President of a non-profit organization of your choice and attend a board meeting. Write a 7-page (no more, no less) paper on your interview and your board meeting experience. [See outline below.] Make a 10-minute oral presentation in class. Time your presentation. Prepare one page of highlights to hand out to instructor and classmates. Due March 19th.

4. Oral Presentation - Make a 10-minute oral presentation in class on your CEO/Board President interviews and Board meeting. Share your perspectives especially in light of the readings in text and articles. Compare and contrast. Due March 19th. Time your presentation. Prepare one page of highlights to hand out to instructor and classmates.

5. Class Project 1 - Develop a mock organization: The Kirkwood Adult Day Center using the functions of management in Weinbach & Taylor and Grobman. See final paper outline for more specific instructions. Paper is due on May 7th.

6. Class Project 2 - Prepare and submit a grant application to fund a recreation room at the Kirkwood Adult Day center. Use your class notes and the Grant Writing for Dummies (from a public library). A sample grant application from a previous class will be provided and can be used as a guide. The grant is due on May 7th.

7. Homework - Attend at least one professional meeting, conference, seminar or training during the semester. NASW has some online workshops that are free to members. Submit written proof of attendance or completion to instructor by April 30th.

Note: Attach all handouts in the appendix of your papers. Points will be deducted for papers over 7 pages.

Paper 1-Leadership Interview Format/Suggested Questions

Each student is required to interview a high level non-profit executive with extensive management responsibilities [Executive Director of a small or medium sized non-profit agency or a high level manager in a government agency such as the Secretary of Health & Human Services or a (deputy director) in human services (clear all interviews with instructor ahead of time.)] Select an individual who is working in an organization in which you have interest or would like to work, hopefully creating a networking opportunity for you upon graduation. You do not have to know this individual or know someone who knows him or her. My experience has been that most human services executives are willing to meet with students to share their experiences. Your challenge is getting on their schedules in time to complete the assignment because they are very busy. Request one hour and be prepared for that hour to be interrupted or cut short. Visit the agency’s website to prepare for your interview. Also, call and request a copy of the agency’s annual report if one is published before the interview.

The following are guidelines and suggested questions and instructions for writing up the interview. Begin your interview by explaining the purpose of the class assignment, e.g., to gain knowledge of the challenges for managing successfully within human services agencies and organizations. Explain that you are a graduate student in the MSW Program at Delaware State
University and that the interview is an opportunity to learn more about administration, management and supervision functions.

The following questions are suggestions and cover broad topics I would like you to discuss with your ED/CEO. I want you to be prepared and professional when posing your questions because this contact is an important opportunity to meet individuals who may be of assistance later in your career. Be sure to incorporate as many the competencies, practice behaviors and underpinnings that are addressed in this course in your interviews.

1. **Career Paths:** In what fields are their undergraduate and graduate degrees, if any? How did they prepare for their current positions? Describe the very first job in this field. What other jobs have they held on the way to their current positions?

2. **Management Challenges:** What are their current responsibilities? What management models do they use and why? What are the top two or three management challenges of their current positions? If interviewee is from a *diverse population* (woman, ethnic minority, disabled, gay/lesbian, immigrant, etc. (see EP 2.1.4 KVS), what specific challenges does she or he face? How would the manager describe his/her *strengths*? What are the most difficult functions or tasks and why? How does manager *empower* him/herself to lead the agency? What is the most rewarding function or task? What do they like most about their positions? What do they like least? How do they handle resource limitations? What surprised them the most in their management positions? How does manager represent agency’s mission to the community? How is the global perspective represented in the agency *(UP 3)*? To what extent do manager & staff actively participate in professional conferences, meetings, trainings and seminars (APB 42)? [Try to incorporate follow-up questions that address as many of the key functions outlined in Weinbach and Grobman such as: Planning (see the section on planning on pages 75-95 in Weinbach and outlined in the planning menu in figure 4.1); Budgeting and Financial Management; Fundraising and Grant Writing; Policy Formation and Advocacy, Staff Development and Evaluation; Accountability; Technology Management. This is a good place to address perspectives such as *values and ethics*.]

3. **Governance:** What are the challenges to working with Boards of Directors? What are successful ways to cultivate effective relationships with the Board and its members? How do they use their Boards to obtain resources, influence *policies* and advocate for policy and service changes (APB 47)? Does the Board formulate policies and procedures (APB 43)? How *diverse* is the Board? To what extent does the Board composition reflect the community and clients that the agency serves (PB 14)?

4. **External Relationships:** Are there individuals external to their organizations to which they must be accountable? How would they describe these relationships? What is their agency’s/organization’s relationship with the community? What is manager’s relationship with the media and with legislators? Is it difficult balancing the demands or needs of external actors with employee needs? Does the organization publish an annual report? If so, request a copy.

5. **Strategic Management:** Does the agency/organization have a strategic plan? [Request a copy]. How was the plan developed and who were involved in developing it? Does the agency/organization use performance outcomes? How has the use of performance outcomes changed the way the organization evaluates the success of its programs and
mission accomplishment? Are there any challenges to balancing the work of full-time employees and volunteers/interns?

6. **Organizational Change:** Has the organization been involved in efforts to substantially change the way it achieves its goals and missions? If yes, what philosophies guided the change? How did it affect the organization employees? If no, are there plans to do so? How will the change be planned and implemented?

7. **Leadership/Managerial Styles:** How would they describe their management/leadership styles? How do they deal with power and influence? What motivational theories do they use? (Be prepared to suggest one or two theories for them to consider). How do they deal with employees who are not performing their jobs? What are some of the ethical (PB 43) dilemmas faced by the CEO/ED, agency, Board? How do they ensure professional behavior (PB 4)? How do they encourage life-long learning? (PB5). How do they provide supervision and encourage consultation (PB 6)? How do they identify the strengths in their employees (UP 1)? In what ways are employees empowered to carry out their responsibilities (UP 2)?

8. **Advice:** What advice would they give to individuals who want to be managers in human service organizations? Can they identify current and future management concerns for human service managers?

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**Paper 2 – Board President Interview & Board Meeting Attendance**

Using your field or employment agency or another social services agency request permission to interview the Board President and attend a Board of Directors meeting (choose only a policy and not an advisory board). Your assignment is to observe a meeting (you are not to participate but can ask questions at the end of the meeting) to learn how a Board operates. Pay close attention to the diversity of the Board (if possible obtain a list of Board members and their affiliations), who is running the meeting, topics of discussion (request an agenda), how decisions are made (voting or consensus or both), length of meeting, etc. (Complete the readings on Governance before attending your meeting). Take copious notes and prepare your paper and oral presentation on your observations and experiences. **Be sure to compare what you observed in the meeting with your readings and guest speaker(s).** Time your total presentation so you do not run out of time. Dress professionally!

The following questions are suggestions and cover broad topics I would like you to discuss with your Board President. Again, be prepared and professional when posing your questions because this contact is also an important opportunity to meet individuals who may be of assistance later in your career. Be sure to incorporate as many of the Practice Behaviors, Advanced Practice Behaviors and the Department’s underpinnings (strengths, empowerment, and global perspectives) as possible in your questions to and analysis.

1. What is the role of the Board? How does your Board function? How often does your Board meet? How many and what types committees exist on your Board?
2. How are your Board members identified, nominated and selected?
3. What are the expectations for Board members? How are those expectations communicated to new and existing Board members? For example, are Board members
required to sign a Board Pledge? Are they expected to serve on a set number of committees? Are they expected to contribute financially?

4. Does your Board have term limits? If so, what are they?

5. How do you as the President ensure a diverse Board? Does your Board currently represent the community and the clients it serves? (PB 14)

6. How does the President effectively utilize the strengths of the Board members? (UP1)

7. How is the Board empowered to realize the mission and goals of the agency? (UP 2)

8. How do you develop your Board members? Are new and existing Board members developed differently? Please explain.

9. How does the Board select, monitor, evaluate and compensate the organization’s CEO/ED?

10. What are the priorities of the Board? How are those priorities determined? What role does the staff play in determining those priorities?

11. Does your organization have a strategic plan? Does your Board engage in the organization’s strategic planning process? Can you explain the process? For example, do staff and Board members work together to develop the strategic plan?

12. Can you explain how Board members and staff interact with each other? For example, what are Board activities, staff activities, and Board and staff activities?

13. What is the Board’s responsibility for overseeing the organization’s financial resources?

14. What is the Board’s responsibility for fundraising? Can you explain your fund development model? How successful has the model been? Does your Board have a sustainable fund development plan for the organization? Can you explain it?

15. How are your Board meeting agendas set?

16. What are the liability issues the Board is concerned about?

17. As President, how well do you think your organization is serving your clients and community?

Feel free to ask follow up questions as you see fit.

**Be sure to send a card, letter or email thanking the ED/CEO and the Board Chair for the interviews and meeting attendance within 10 business days of your meeting.**

**Paper Guidelines:** Each paper should have an introduction, a body and a conclusion with support from the literature. In the body of your paper clearly summarize and analyze your interview and observation; I do not want a transcript. Focus on sharing the insights you gained from the interview and or experience. For example, what did you observe in the Board meeting? What surprised you? How well does your interviewee match with the leadership traits discussed in Weinbach and Grobman, the other readings, and by guest speakers? Maybe you did not learn anything new--tell me that and explain why. You should incorporate quotes to highlight key points. You can organize your narrative any way you want to, except that you cannot give me a transcript. In the conclusion for paper 1 state whether you are interested in managing in a human services organization and explain your answer. Say how social workers can better prepare to lead human services organizations in the 21st century. Include in your narrative the organization’s vision, mission, goals and objectives. Also, include copies of the following in your appendices if they are available, and clearly label each appendix: organizational chart, brochure that includes the vision, mission and goals of the agency, strategic plan, an annual report, and a business card with the name and position of the person you interviewed. Keep the original card for your file.
In both papers, state whether the assignment was worthwhile and explain why or why not. Share what information you gained and say how it would be helpful in pursuing a leadership/management position in the human services field. Share your plans to serve on a Board upon graduation.

Use titles and sub titles to help the reader follow your narrative. Ten points will be automatically deducted for spelling and grammatical errors and failure to adhere to the current edition of the APA Manual. Be sure to properly cite your texts, articles, guest lectures and interviewees in the body of your paper and place each source used in your references, which should consist of no less than 10 academic sources. Properly cite personal communication. Be sure to integrate in each paper (and in your oral presentations) the student learning objectives/EPAS competencies, practice behaviors and Department’s underpinnings addressed in this course.

**Class Project I- Developing a Mock Organization: The Kirkwood Adult Day Care Center**

As future social work administrators, you are expected to, among other things, identify as a professional social worker and conduct oneself accordingly (Obj. 1, EP 2.1.1), respond to contexts that shape practice (Obj. 9, EP 2.1.9), and engage diversity and difference in practice (Obj. 4, EP 2.1.4). This assignment challenges you to develop your own mock human services agency. Although this agency will increase its capacity and expand its services in the near future, right now it provides only one program that is designed to address one social problem. Your program must focus on creating change, be theory based, goal oriented, if necessary time limited, target population-specific and activity driven. In designing your agency, be sure to address the following:

1. Social workers must recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. (PB 14). So, clearly show how you will ensure diversity in your staff (including leadership team), board(s) and clients.

2. Social workers are expected to use supervision and consultation (PB 6) and actively participate in professional conferences, meetings, trainings and seminars (PB 42). Explain how you as a manager will utilize supervision and consultation and what steps you will take to ensure staff development for your employees.

3. Social workers, especially at the management level, are charged to develop policies and procedures that reflect the profession’s ethical codes, principles, and values within and outside of the practice setting (PB 43). Be sure that the two policies and procedures that you are required to develop address the profession’s expectations.

4. Social workers are expected to develop and implement advocacy agendas for policy and/or service change to advance human rights and social and economic justice (PB 47). Show how you plan to advocate for service change you are proposing and how you plan to advocate for that change in your agency’s community and in its political climate.

5. This course addresses three of the Department of Social Work’s underpinnings. Specifically, show how you will integrate and infuse the strengths, empowerment and global perspectives in your agency’s structure and processes.
The following represent specific tasks that must be included in your Mock Organization.

**Planning:** You must prepare each of the following:
- A Mission Statement
- A Vision Statement
- A brief description of your agency
- An organizational chart inclusive of your administrative and programmatic staff and board(s)
- 2 goals
- 2 objectives (1 process, 1 outcome)
- 2 policies
- 2 rules
- 2 procedures

**Governance:** You may choose a policy or advisory board or both
- Description of your board(s)
- Skill set needed by your board(s) members
- Composition (diversity) of your board(s)

**Financial Management:**
- Program Budget for 2 consecutive years (initial and second year)
- Budget justification for each year

**Human Resources Management:**
Prepare three (3) job descriptions for the following positions:
- Program Director
- One direct staff (MSW Social Worker)
- 1 clerical staff

**Class Project II-Writing a Grant Proposal:** Using the Planning Menu in Weinbach & Taylor, text, the Grobman text and other supplemental materials obtained and provided including lectures, prepare a grant proposal to fund a recreation room in the Kirkwood Adult Day Care Center. More information will be provided in class. Obtaining the book Grant Writing for Dummies has helped previous classes. I will provide a sample grant proposal submitted and funded by a previous class that you can use as a guide.

**Please note:** Plagiarism is becoming a big problem in graduate education. Each student is responsible for properly citing others’ work. When you take other people’s work and pass it off as your own, (ideas or direct quotes) you are stealing those people’s intellectual property. This is not only unethical, it is also a crime. It is each student’s responsibility to provide sources for work that is not original. My suggestion to you is if in doubt, cite. Your APA manual and your Glicken text should serve as guides. Much of what you need from the APA can also be found free on line. You cannot use statistics in a paper and not cite the source. Even if the statistics came from your own research study, you must cite that study so that your reader can locate the source if he or she chooses to. Any student who uses other people’s work without proper citation is at risk of failing the course, and the MSW Program or University. Ignorance is No Excuse!! (See MSW Handbook, 2011-2013, pg. 25.)
Acknowledgements: The Leadership Interview project was adopted from the course PUAD 681-Managing Non-Profit Organizations at American University. This syllabus incorporated parts of the syllabus SOWK 6781 Administration II Nonprofit and Public Administration at Savannah State University.

Minority Resources: What minority leaders and organizations define as being in the minority interest.

http://www.naacplorg/pastfuture/NAACPPriorites.pdf
National Association for the Advancement of Colored People
www.trusteeofcolor.org
http://www.napalc.org/programs/index.html
National Asian Pacific American Legal Consortium
http://www.nclr.org/policy/
National Council of La Raz
http://www.nul.org
National Urban League
http://ngltf.org/
National Gay and Lesbian Task Force
http://www.now.org
National Organization of Women
http://www.ywcade.org
http://www.centerforwomeninpolitics.org
Center for women in politics
http://instituteforwomenspolicyresearch.org
Institute for women’s policy research

WWW Links
http://www.not-for-profit.org/
http://unitedway.org/outcomes
http://www.nonprofit.gov
http://www.npr.gov/library/siteindex.html
http://pages.nyu.edu/socialwork/wwwrsw.htm (social work reference library)
http://www.ssa.uchicago.edu/links.html
REFERENCES


**Note:** A link to the electronic version of the most recent edition of *Encyclopedia of Social Work* is available to you on the library’s Electronic Reserves page for this course. There you will find additional recent articles that are relevant to this course for citation in your written and oral assignments.
Assessment Rubrics/Criteria-Based Rating Scale
A direct measurement of strategic learning objectives/EPAS competencies, practice behaviors, and Department of Social Work underpinnings addressed in this course.

Administration, Management & Supervision 610-63 Instructor: Quarless Kingsberry
Student’s Name: _______________________ Assignment: ______________________

**Advanced** -- Student demonstrates an *outstanding* understanding and *clear* recognition and application of all dimensions of this practice behavior.

**Proficient** -- Student demonstrates an acceptable understanding, recognition and application of all dimensions of this practice behavior.

**Satisfactory** -- Student demonstrates a limited understanding, recognition and application of the dimensions of this practice behavior.

**Unsatisfactory** — Student demonstrates little to no understanding, recognition and application of the dimensions of this practice behavior.

<table>
<thead>
<tr>
<th>Learning Objectives/Competencies</th>
<th>Practice Behaviors</th>
<th>Assessment Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Obj. I, EP 2.1.1</strong> Identify as a professional social worker and conduct oneself accordingly.</td>
<td>PB 4 Demonstrate professional demeanor in behavior.</td>
<td>Advanced Proficient Satisfactory Unsatisfactory</td>
</tr>
<tr>
<td><strong>Obj. I, EP 2.1.1</strong> Identify as a professional social worker and conduct oneself accordingly.</td>
<td>PB 5 Engage in career-long learning.</td>
<td>Advanced Proficient Satisfactory</td>
</tr>
<tr>
<td><strong>Obj. I, EP 2.1.1</strong> Identify as a professional social worker and conduct oneself accordingly.</td>
<td>PB 6 Use supervision and consultation.</td>
<td>Advanced Proficient Satisfactory Unsatisfactory</td>
</tr>
<tr>
<td><strong>Obj. I, EP 2.1.4</strong> Engage diversity and difference in</td>
<td>PB 14 Recognize the extent to which</td>
<td>Advanced Proficient Satisfactory Unsatisfactory</td>
</tr>
</tbody>
</table>
practice. a culture’s structure and values may oppress, marginalize, alienate, or create or enhance privilege and power.

<table>
<thead>
<tr>
<th>Advanced Practice Behavior</th>
<th>PB 42</th>
<th>Actively participate in professional conferences, meetings, trainings, and seminars</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Practice Behavior</td>
<td>PB 43</td>
<td>Develop policies and procedures that reflect the profession’s ethical codes, principles and values within and outside of the practice setting.</td>
<td>Advanced</td>
<td>Proficient</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Advanced Practice Behavior</td>
<td>PB 47</td>
<td>Develop and implement an advocacy agenda for policy and/or service change to advance human rights and social and economic justice.</td>
<td>Advanced</td>
<td>Proficient</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Underpinning</td>
<td>Strengths Perspective</td>
<td>Advanced</td>
<td>Proficient</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>Underpinning</td>
<td>Empowerment Perspective</td>
<td>Advanced</td>
<td>Proficient</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>Underpinning</td>
<td>Global Perspective</td>
<td>Advanced</td>
<td>Proficient</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
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