

**University of Texas at Arlington
School of Social Work**

**SOCW 6314: Advanced Administration
Fall 2009**

Instructor: Santos H. Hernández, Ph.D., LMSW-AP
Professor

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Office Hours: Tue: 4-6 p.m.
Wed: 4-6 p.m.

Time and Place of Class Meetings: Tues., 6 – 8:50 p.m.; Rm: SWC A 218

CSWE EPAS Policy Statement Stating Requirements of the Content Area

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.

Catalogue Description of Course Content

Focuses on selected topics, issues, and skills for effective social work administration. Content includes leadership, worker motivation, resource development, interagency relations and managing conflict and diversity in a climate of scarce resources. Prerequisite: SOCW 6371 or concurrent enrollment.

Educational Objectives Addressed

SOCW 6314 addresses the following MSSW Community and Administrative Practice Educational Objectives

2. Identify, critically evaluate, and apply appropriate, evidence-informed interventions at the agency or community level
3. Critically analyze and apply a variety of community and administrative theories to practice.
4. Demonstrate skills in ethical and empowerment-based social work practice, taking into account the impact of race, gender, sexual orientation, ability, culture, religion, national origin and other client characteristics in organizations, and communities.
7. Engage in life-long learning and activities to update and improve professional knowledge and skills

This course relates to and advances the program objectives by providing students the opportunities to meet with agency directors and identify the evidence-informed interventions in the agency. Students apply appropriate theories and interventions by taking a consulting role in preparing their class assignments. When interviewing agency executives, Students have the opportunity to observe and experience issues of diversity that impact the agency's services, staffing, funding and community relations. The need for life long learning is reinforced by Students becoming aware of the many challenges of agency administration and the need for agency administrators to constantly improve their skills.

Student Learning Outcomes

At the conclusion of the course, students will be able to:

1. Identify contemporary administrative issues in the management of human service agencies
2. Demonstrate knowledge of organizational factors that indicate excellence in the administration of human service organizations
3. Recognize ethical concerns and threats to the value base of the social work profession faced in the administration and management of human service programs and develop strategies to resolve them
4. Recognize issues of diversity such as racial, cultural, sexual orientation, age, gender, and social justice issues encountered in the administration of human service agencies and develop strategies to address them
5. Develop and integrate administrative practices in the management of human service agencies that are grounded in theory and reflect a personal management style and philosophy compatible with social work values and ethics

Requirements: SOCW 6371 is a prerequisite for this course or may be taken concurrently. Students not meeting these prerequisites will be required to withdraw from the course.

Important Dates:

August 30, 2009 – End of Add/Drop period.

October 30, 2009 – Last day to withdraw from classes.

Required Textbooks And Other Course Materials

Patti, R. J. (Ed.) (2009). *The handbook of human services management, 2nd Ed.* Thousand Oaks, CA: Sage.

Brody, Ralph (2005). *Effectively managing human service organizations.* Thousand Oaks: Sage.

Library Readings: Given the scope of the course, you are encouraged to read extensively in the professional literature beyond the required readings on topics pertinent to this course.

Descriptions of Major Assignments and Examinations with Due Dates

Executive Director/Administrator Interview: This assignment provides you the opportunity to interview a human service Executive Director or Administrator. Suggested interview questions will be provided. You are to develop additional questions for the assignment related to issues of social justice, diversity and ethical dilemmas. You shall prepare and submit a 3-5 page paper on the interview experience and give a brief presentation of their experience during class discussion. **Due: September 29, 2009.**
Learning Objective 1, 2

Management Consultant Paper: In interviewing an executive director/administrator, one of your tasks is to collect detailed information on a problem currently facing that administrator. Examples might include board-staff relations, lack of a sufficient funding base, staff retention, etc. Taking the role of a management consultant, you are to write a paper which addresses that specific problem in that agency. You must have at least three contacts with representatives of the agency, including the initial interview with the executive director. The additional contacts should contain one contact with someone other than the executive director.

Your first step is to conduct an assessment appropriate for the identified problem. After that, your job is to research the literature for best practices surrounding this problem and write a 10-12 page paper on the topic, describing the problem as presented and the results of your assessment (these may or may not match exactly); reviewing the literature and ending with a list of practical recommendations of what this executive could do to solve the problem.

This draft report must be shown to the executive director and he or she must provide you with written feedback which you will provide to the instructor. You may revise your draft paper in light of the feedback before turning in the paper to the instructor for grading. The final section of the paper should be a statement of your personal management style and philosophy and how your style is compatible with social work values and ethics. **Due November 10, 2009.** Learning Objectives 2, 3, & 4

Class Presentation: You will make a short, formal, presentation covering the material in your Management Project Paper and explain your personal management style and philosophy based on theories of administration and compatible with social work values and ethics. **Presentations will be scheduled November 17 & 24, 2009.** Learning Objective 5

Grading Policy

Assignments	Points	Due Dates
Executive Director Interview Paper	100	
Management Paper	200	
Class Presentation	100	
Attendance & Participation	100	
Total Course Points	500	

A requires 450-500 points (Superior)

B requires 400-449 points (Meets Graduate Standards)

C requires 350-399 points (Minimal Pass)

D requires 300-349 points (Below Passing)

F is less than 300 points (Far Below Passing)

Evaluation and Grading Criteria for Written Assignments:

Papers and projects will be graded based on organization, clarity of points presented, soundness of argument, thoroughness and analysis of research, originality and creativity, and presentation. Graduate level writing includes the presentation of information developed by others, an analysis of the information and your response to the information. The latest APA format is to be used in all written work. Papers must be carefully edited to ensure proper grammar, correct spelling, and professional presentation. You are encouraged to discuss course assignments with the instructor.

Late assignments will be accepted only at the discretion of the instructor and may be penalized up to 10% for each day late.

Written assignments will be evaluated based on the following criteria:

Assignment Requirement – the degree to which you address the requirements of the assignment.

You should take particular care to fully address expectations of each assignment.

Critical thinking - the degree to which you demonstrate your ability to evaluate and critique ideas.

Critical thinking will be evaluated in terms of the way you demonstrate your understanding of ideas, apply thinking to evaluating ideas, and use conceptual models as a means of evaluating and critiquing ideas.

Conceptual Ability - the degree to which you demonstrate your ability to think in abstract terms, think logically, and organize ideas into a coherent whole.

Conceptual ability will be evaluated in terms of your ability to move across the continuum of abstraction to concreteness and to address the parts as well as the whole.

Communication - the degree to which you demonstrate the ability to organize and transmit ideas in written form.

Communication will be evaluated in terms of your ability to use proper syntax, express ideas clearly, punctuate, and spell.

Search - the degree to which the product demonstrates that the subject matter has been adequately researched.

Search will be evaluated in terms of the assignment demonstrating that material is supported by literature, empirical research, if appropriate, theory, and practice wisdom, and that, where appropriate, differing views are reflected.

Application - the degree to which you demonstrate the relevance of your ideas to contemporary social work situations.

Application will be evaluated in terms of your ability to derive implications for use of ideas in social work settings and situations.

Attendance and Participation Policy

You are expected to be on time and attend all class sessions. Roll will be taken during the class period. Please plan to be prompt and to stay for the entire 3-hour session (a 15-minute break will be given midway through each session).

Everyone is granted 100 points for attendance - a 7-point deduction will be taken for each class session missed (regardless of reason). Excessive tardiness or disruptive behavior may result in a lower course grade. If you stop attending but do not officially withdraw from the course, you will receive a grade of "F".

Your attendance and participation in class are essential in order for you to learn. You are expected to be actively involved in the role play experiences which will take place. You must be prepared weekly and study the assigned readings. You are expected to be able to

discuss the readings and demonstrate acquired learning, show evidence of critical thinking related to the readings, and understand the implications for contemporary social work. You are expected to contribute to the education of fellow classmates rather than to merely demonstrate your knowledge. Poor classroom behaviors such as side conversations, dominating and disrespectful behaviors, lack of participation in group/class activities, lack of respect for others opinions or differences, and violating class confidentiality guidelines will taken into consideration in determining the grade.

Your grade will also be in response to the following: punctuality; respecting and encouraging the opinions of your peers, even if they do not represent your own; speaking up when you have a point to make, a question, a disagreement; willingness to participate in role play experiences; demonstrated ability to give and accept feedback; being prepared to actively work with your colleagues.

Please *turn off* ringers on cell phones, pagers, etc., before class begins. Laptop computers are permitted if used for class note taking. Students found to be using computers for e-mail, web browsing, or other non-class related purposes will be prohibited from using computers in class.

Course Outline/Topics and Readings

A. Management & Administration: Contexts & Theories

Week 1: August 25, 2009

Course Introduction
Being an Administrator

Week 2: September 1, 2009

The Landscape of Social Welfare Management
A Historical Perspective
Structural and Fiscal Characteristics of Agencies

Readings: Patti: Chap.: 1 Management in the Human Services: Purposes, Practice, and Prospects in the 21st Century
Chap.2: General Themes in the Evolution of Human Services Management

Week 3: September 8, 2009

Administrative & Organizational Theories
Agency-Environment Relations

Readings: Patti: Chap. 3: Human Services Administration and Organizational Theory
Chap.20: Agency-Environment Relations: Understanding External and Natural Environments

Mulroy, E. A. (2004). Theoretical perspectives on the social environment to guide management and community practice: An organization-in-environment approach. *Administration in Social Work*, 28(1), 77-96.

Week 4: September 15, 2009

Organizational Culture
Individual in the Organization

Readings: Patti: Chap. 5: What Human Service Managers Do and Why They Do It.
Chap. 6: Organizational Climate and Culture and Performance in the Human Services.

Jaskyte, K., & Dressier, W. W. (2005). Organizational culture and innovation in nonprofit human service organizations. *Administration in Social Work*, 29(2), 23-42.

B. Administrative Practices

Week 5: September 22, 2009

Setting the Tone of the Organization
Leading the Organization
The Culture of a Productive Organization

Readings: Brody: Chaps. 1: Leading the Organization
Chap. 2: Strategic Planning

Mary, N. L. (2005). Transformational leadership in human service organizations. *Administration in Social Work*, 29(2), 105-118.

Week 6: September 29, 2009

Effective Interactions: Internal and External
Making Meetings Productive
Communication and Conflict
Team Building and Coalition Building
Working with Boards

Readings: Brody Chap. 17: Making Meetings Productive
Chap.18: Improving Communications and Handling Conflicts.
Chap.19: Team Building and Coalition Building
Chap. 20: Working with a Board of Trustees
Patti: Chap. 18 Nonprofit Boards: Developing and Managing a Vital Resource

Gibelman, M. (2004). Reflections on boards and board membership. *Administration in Social Work*, 28(2), 49-62.

Assignment Due: Executive Director/Administrator Interview

Week 7 October 6, 2009

Enhancing Employee Productivity
Getting and Keeping Productive Employees
Dealing with Unproductive Employees
Humanizing the Organization

Readings: Brody Chaps.,: 7: Finding and Keeping Productive Employees
Chap. 8: Managing Employment Challenges
Chap. 9: Humanizing the Organization

Williams, C. L. (1992). The glass escalator: Hidden advantages for men in the "female" professions. *Social problems*, 39(3), 253-267.

Week 8 : October 13, 2009

Supervising Staff
Appraising Staff Performance
Compensating Work and Rewarding Performance

Readings: Brody Chap. 10: Supervising Staff
Chap. 11: Appraising and Compensating Performance

Week 9: October 20, 2009

Managing Diversity

Readings: Patti, Chap. 11 Social Psychological Perspectives of Workforce
Diversity and Inclusion in National and Global Contexts
Chap. 14. Managing for Diversity and Empowerment

Week 10: October 27, 2009

Getting Things Done
Strategic Planning
Implementing Action Plans
Problem Solving

Readings: Brody Chap. 3: Designing and Developing Consumer-Oriented
Programs
Chap. 4: Implementing Action Plans
Chap. 5: Problem Solving
Patti, Chap. 15 Managing the Planning Process
Chap. 16: Program Planning and Management

Week 11: November 3, 2009

Enhancing Agency Survivability
Financial Management

Readings: Brody Chap. 12: Managing Agency Finances
Chap. 13: Strategic Resource Development I
Chap. 14: Strategic Resource Development II

Week 12: November 10, 2009

Enhancing Agency Survivability (cont.)
Strategic Fund Raising
Preparing Effective Proposals
Searching for Funds
Fund Raising Events

Readings: Brody Chap. 15: Preparing Effective Proposals
Chap. 16: Seeking Funds
Patti Chap. 17: Confronting Fundraising Challenges

Rockaway, J. (2005). Using public relations to promote your nonprofit organization.
Administration in Social Work, 29(1), 119-120.

Assignment Due: Management Consultant Paper

Week 13: November 17, 2009 **Presentations**

Week 14: November 24, 2009 **Presentations**

Week 15: December 1, 2009 **Wrap-up & Evaluation**

University and School Policies Affecting This Course

Drop Policy

If you choose to drop this course, please be attentive to specific dates the University has established for completing this process. It is your responsibility to complete the necessary paperwork according to the University's schedule. Not doing so will result in a failing grade

Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act,

there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a you or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Student Support Services Available

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Final Review Week

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. Classes are held as scheduled during this week and lectures and presentations may be given.

Librarian To Contact

John Dillard is the Social Work librarian and holds office hours in the **Social Work Electronic Library** on the first floor of building A-111.

Please contact him via email: dillard@uta.edu or cell phone: 817-675-8962 or at the Social Work Electronic Library (SWEL) Phone: 817-272-7518

E-Culture Policy

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate your success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as you are enrolled at UT-Arlington. Students are responsible for checking their email regularly.

Grade Grievance Policy

School and University grade grievance policies will be followed. The University Graduate Grade Grievance policy may be found at http://www.uta.edu/gradcatalog/2010/general_info#grievances

The School of Social Work Grade Grievance policy and procedures may be found in the MSSW Program Manual <http://www.uta.edu/ssw/academics/mssw/mssw-welcome.php> and in the Advising Office.

University of Texas at Arlington

School of Social Work

SOCW 6314: Advanced Administration

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