

Leadership: Curriculum Assessment Findings 2012-2014

At the University of North Carolina at Chapel Hill School of Social Work, leadership is the overarching curricular theme of our MSW program. The faculty infuse leadership knowledge and skill development throughout our coursework- both in the classroom and in field education.

We define leadership as the capacity to work creatively, constructively, and effectively with individuals, families, groups, organizations, and communities to promote social justice, catalyze social change, and address individual and social problems. Leaders accomplish this by inspiring vision, offering direction, and supporting individual and collective action to obtain mutually valued results.

In the final semester of their MSW, all students are invited to participate in a leadership self-assessment. In this retrospective pre- and post-test survey, students are asked to assess their leadership capacities on ten dimensions, reflecting on their leadership capacity when they entered the program, as well as their leadership capacity at the time of the survey administration toward the end of the program.

Students assess themselves on each of the ten leadership dimensions using a 1-5 scale. (1= “No ability, have not engaged in this action;” 2= “Minimal ability, have tried to engage in this action a few times;” 3= “Some ability, have beginning skills in this action;” 4= “Good ability, have demonstrated skills in this action;” and 5= “Strong ability, have engaged in this action effectively on a regular basis.”)

In the Spring Semester of 2012, 85 students participated in the survey for an overall response rate of 77% from 111 final-year MSW students. The following year, 96% of final-year students completed the survey (127/132 students). Last year, 118 of the 124 final-year students took part in the survey, resulting in a 95% response rate.

The tables below present summary percentages of all students who assessed themselves as either 4= “Good ability” or 5= “Strong Ability” at each time.

LEADERSHIP DIMENSIONS	Students’ Self-Assessment at MSW Program Entry	Students’ Self-Assessment at MSW Program Completion
SELF-KNOWLEDGE (e.g. aware of one’s strength, weaknesses, biases, assumptions, values and implications for practice)	2012 – 58.8% 2013 – 43.4% 2014 – 58.0%	2012 – 98.8% 2013 – 98.3% 2014 – 99.0%
CRITICAL & CREATIVE THINKING (e.g. able to apply theory and evidence to practice, ask challenging questions, “think outside the box”)	2012 – 56.3% 2013 – 42.2% 2014 – 57.0%	2012 – 93.8% 2013 – 95.8% 2014 – 98.0%
EFFECTIVE COMMUNICATION (e.g. clearly convey ideas both verbally and in writing)	2012 – 70.9% 2013 – 60.9% 2014 – 69.0%	2012 – 96.2% 2013 – 100% 2014 – 98.0%

RESPECT & INCLUSION (e.g. value and include diverse perspectives, particularly from underrepresented or vulnerable groups)	2012 - 70.9% 2013 - 58.3% 2014 - 72.0%	2012 - 98.7% 2013 - 100% 2014 - 99.0%
MORAL COURAGE (e.g. engage in ethical action, even when there is risk of negative personal or professional impact)	2012 - 43.0% 2013 - 28.3% 2014 - 47.0%	2012 - 91.1% 2013 - 89.1% 2014 - 91.0%
TEAMWORK & COLLABORATION (e.g. engage and work with others to reach mutual goals)	2012 - 72.2% 2013 - 73.3% 2014 - 75.0%	2012 - 100% 2013 - 99.2% 2014 - 99.0%
FOCUS ON PURPOSE OR RESULTS (e.g. engage in actions informed by goals and outcomes)	2012 - 54.4% 2013 - 31.1% 2014 - 49.0%	2012 - 93.7% 2013 - 92.5% 2014 - 97.0%
USING "POWER WITH" TO EFFECT CHANGE (e.g. using jointly developed power to reach mutually defined goals)	2012 - 36.7% 2013 - 18.4% 2014 - 31.0%	2012 - 88.6% 2013 - 90.8% 2014 - 88.0%
"SPEAKING UP" WHEN CHANGE IS NEEDED (e.g. advocating for change and using good communication skills to do so)	2012 - 49.3% 2013 - 34.5% 2014 - 42.0%	2012 - 89.9% 2013 - 90.0% 2014 - 91.0%
EXERCISING LEADERSHIP AT EVERY LEVEL (e.g. working to effecting change irrespective of your position in an agency)	2012 - 41.3% 2013 - 36.2% 2014 - 42.0%	2012 - 88.6% 2013 - 84.9% 2014 - 86.0%