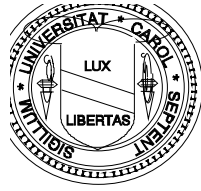


The University of North Carolina at Chapel Hill



School of Social Work

Course Number:	SoWo 874
Course Title:	Administration and Management: Theory and Practice
Semester:	Fall 2020
Credits:	3.0
Location and Time:	Online 2:00-4:50 PM, Mondays Zoom Link: https://zoom.us/j/98663773128 UNC-Chapel Hill School of Social Work 325 Pittsboro Street, CB# 3550 Chapel Hill, North Carolina 27599-3550
Instructor:	Bernice Adjabeng, DMgt, MA, MSW
Office:	BHS – Room 465
E-mail:	bkadjabeng@unc.edu
Phone:	919-962-4369 (office)
Office Hours:	By appointment

Course Description: This course explores contemporary theories, models, and practices for managing human service organizations, emphasizing skills in team building, leadership, fund management, program implementation, partnerships, organizational change and cultural competence with a diverse staff.

Course Objectives: At the completion of this course, students will be able to:

1. Discuss and analyze a broad range of contemporary administration and management practice models for human service organizations in the public and private sectors.
2. Analyze political/economic challenges and constraints faced by members of human service organizations, and develop responsive strategies.
3. Critically examine and develop the range of skills necessary to administer organizations and agencies with broadly diverse employees in terms of age, sexual orientation, disability, race, class, etc.
4. Develop management skills for team building and motivating employees.
5. Critically examine power relationships and management culture of agencies and organizations.
6. Identify strategies for facilitating diversity and developing nondiscriminatory policies that support an equitable work environment.
7. Conceptualize the differences between administration and management and leadership in human service organizations.
8. Examine the role of professional ethics and values in managing human service organizations.
9. Demonstrate ability to employ learning strategies to improve administration and management of

organizations.

10. Identify management and administration behaviors that contribute to dysfunction in human service organizations.
11. Apply knowledge base to evidence-based practices.

Expanded Description: Students will learn about administrative and management practices for nonprofit, public, and for-profit organizations. Team building, employee motivation, the role of ethics in management, managing diverse employees, finances, communication, power and cultural competence will be examined. Examples of management dysfunction will be critiqued along with strategies to resolve them. Student will be provided strategies to institute learning practices in organizations. The course will focus on four key areas of learning: self, people, tasks and culture.

Texts Used in this Course:

Recommended (Required chapters for reading will be copied and on Sakai)

Abrams, S (2018). *Lead from the Outside: How to Build Your Future and Make Real Change*. New York, NY: Picador.

Heifetz, R, Grashow, A, Linsky, M (2009). *The Practice of Adaptive Leadership: Tools and Tactics for Changing your Organization and the World*. Boston, MA: Harvard Business Press.

Parker, P (2018). *The Art of Gathering: How We Meet and Why It Matters*. UK: Penguin Random House

Patterson, K, Grenny, J, McMillan, R, Switzler, A (2012). *Crucial Conversations: Tools for Talking when Stakes are High*. Chicago, IL: McGraw-Hill.

Schmitz, P, (2012). *Everyone Leads, Building Leadership from the Community Up*. San Francisco, CA: Jossey-Bass.

Related Readings and Resources: All course lectures, syllabus, assignment information, and links to useful web sites and resources are or will be available on Sakai, at <http://sakai.unc.edu>. Readings and videos to be used during class will be available on the site a week in advance. Students can share and post resources as well. Access e-books by entering the title in the search bar of the UNC Libraries website <http://library.unc.edu>

Carlson, M., Donohoe, M. (2010). *The executive director's guide to thriving as a nonprofit leader*. San Francisco, CA: Jossey-Bass. (available at UNC Libraries as an online e-book)

Heyman, D.R. (2011). *Nonprofit management 101, A complete and practical guide for leaders and professionals*. San Francisco, CA: Jossey-Bass. (available at UNC Libraries as an online e-book)

Teaching Methods:

My perspective is that we all have much to learn and much to teach. Full participation is essential to your learning in the class, and will allow you to successfully apply the course material in a way that is personally and professionally meaningful. My goal is to make course as practical as is possible in a classroom setting. I will use a variety of methods to draw on students' field placement and professional experiences. Core social work values include recognizing the dignity and worth of each person. I am committed to fostering an environment where the diversity of opinions and beliefs are honored and respected and students can take emotional and intellectual risks. We will create and follow mutually agreed upon guidelines for how we will be together this semester. If a

student feels uncomfortable with any aspect of a class discussion or interchange or assignment, he/she/they are encouraged to reach out to have a conversation with me so we can work together to address the issue. Finally, I seek to model a learning community, which means that there will be multiple opportunities for students to provide input to the curriculum and learning opportunities. I will be flexible and shift where I can to make sure the course is challenging and comprehensive.

Attendance & Participation:

Please attend class regularly, arrive on time, stay until the end, and be prepared to fully engage in the content. To earn an H (in addition to points on assignments) a student must come to class on time, stay for the entire class, and contribute to class discussion. In situations **when students may have a competing priority, are sick or have an emergency, notification before class is expected via email or text.**

Participation is defined as the willingness and ability to add to the discussion, using content from the readings, asking questions of each other, the speakers or myself, clarifying issues that are salient for the student, and the willingness to bring personal and professional experiences into the room that add richness and reality to the discussion. Students are encouraged to share information about their field placement agency and/or previous work experience throughout the semester. **Students who are missing or more than 30 minutes late to 3 classes may receive an L for the course.** Students are responsible for obtaining instructional information and handouts for missed class sessions.

Policy on the Use of Electronic Devices in the Classroom:

Use of electronic devices is permitted for learning purposes such as taking notes and looking up information relevant to a discussion or small group activity. Please don't use electronics for purposes other than classwork during our time together. If you need to take a call for work or family, please step out of the classroom.

Grading System:

The School of Social Work operates on an evaluation system of Honors (H), Pass (P), Low Pass (L), and Fail (F). The numerical values of these grades are: H: 94-100; P: 80-93; L: 70- 79; F: 69 and lower. **A grade of P is considered entirely satisfactory.** The grade of Honors (H) signifies that the work is clearly excellent in all respects. Grading guides are included with instructions for each assignment. Criteria that reflect the learning objectives for each assignment are described and used as the basis for awarding points. I will 1) provide detailed instructions for each assignment, 2) make my grading standards as clear as possible, 3) spend time in class answering questions students have about the assignment, and 4) assign readings and facilitate classroom learning exercises that prepare students to complete each assignment. In return, I ask that each student 1) carefully review assignment instructions and grading guides, 2) ask for clarification as needed, and 3) exert an effort on assignments that reflects their goal for achieving an H or P in the course. I am always happy to meet with students to talk about the assignment or have a conversation about any feedback I've given. As hard as I try, grading is not a perfect science!

Policy on Incompletes and Late Assignments:

A paper is considered late if it is received after the date and time it is due. The grade for late papers will be reduced 10% per day, including weekends. **If you know in advance that you may have a problem meeting a deadline, please speak with me in advance.** I can work with students on deadlines to provide support for unexpected situations or illnesses. Plan ahead, this is good professional practice! A grade of Incomplete is given only in exceptional and rare circumstances that warrant it, (e.g. family crisis, serious illness). It is the student's responsibility to request and explain the reasons for an Incomplete. The instructor has no responsibility to give an Incomplete without such a request.

Policy on Academic Dishonesty:

The Honor Code is in effect in this class and all others at the University. We are committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out at <http://instrument.unc.edu>. If you have questions it is your responsibility to ask about the Code's application.

Please refer to the APA Style Guide, the SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

Accessibility and Resources Services:

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

Community Standards in Our Course and Mask Use. This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me -- as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.

Equal Opportunity and Compliance (EOC) Statement:

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance/Title IX Coordinator (Adrienne Allison adrienne.allison@unc.edu), Report & Response Coordinators (Ew Quimbaya-Winship, ewq@unc.edu; Rebecca Gibson rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs)** (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Writing Support:

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team. Writing Support offers a *learning opportunity* for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com. In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/students/writing>).

All written assignments for this course should be submitted in APA style. Exceptions to this requirement are that students are expected to format and present their written work based on 1) assignment instructions and 2) single spacing and any format the student desires for presenting bulleted and numbered lists, tables, charts and other in-text objects that results in a professional and attractive presentation expected by human service organizations. Information concerning APA style and writing resources are listed below:

- <http://www.apastyle.org/learn/faqs/index.aspx> (Frequently asked APA questions)
- <https://owl.english.purdue.edu/owl/resource/560/01/>(AdditionalAPAStyleguidance)
- <http://www.bartleby.com/141/>(electronic version of Strunk's *The Elements of Style*)

Assignments and Guidelines: Student performance will be evaluated based on the following assignments:

Requirement	Due Date	Points
Organizational Culture Case Study	Monday Aug 31 st by 11 pm	15
Human Resources Case Study	Monday Sept 28 th by 11 pm	15
Group Presentation	Monday Oct 26 th by 11 pm	20
Peer Evaluation	Monday Oct 27 th by 11 pm	10
Discussions	Monday Nov 9 th by 11 pm	10
Program Plan Paper	Monday Nov 16 th by 11 pm	30

GUEST SPEAKERS

We will be zooming in leaders from a variety of backgrounds and agencies at the start of many classes to share their experience with us. Students will determine a set of pre-set questions that we will ask of all the speakers. Students can use the Forum on Sakai to share back thoughts and impressions. If a student has someone they'd like invited to speak, please talk with me and we will see what we can do.

CLASS 1 (AUGUST 10) INTRODUCTION, MANAGEMENT & LEADERSHIP

Topics:

- Introductions & setting the stage
- Review of course/syllabus
- Leadership and management - overview
- This class builds competencies 6.1 and 8.3.

Readings:

None required but students will be asked to read the following book over the semester so you're welcome to jump into it if you feel like it! Brown, B (2018). *Dare to Lead*. New York, NY: Random House.

CLASS 2 (AUGUST 17) - ORGANIZATIONAL DESIGN AND CULTURE

Topics:

- Systems Thinking

- Organizational Design
- Organizational Culture
- This class builds competencies 2.2, 6.2, 6.6 and 7.5.

Readings:

Please watch the following video Creating organizational cultures based on values and performance | Ann Rhoades | TEDxABQ: <https://www.youtube.com/watch?v=BlhM7vALtUM>

Heffernan, M (2015). Beyond measure: The impact of small changes. New York, NY: TED Books.
 Chapter 2: Social Capital (on Sakai)
 Chapter 3: Thinking is Physical (on Sakai)

CLASS 3 (AUGUST 24) – PROGRAM PLANNING

Topic:

- Developing and implementing a program timeline and work plan
- Identify appropriate strategies and evidence to deploy
- This class builds competencies 4.1, 4.3, 8.1, 8.2, 8.3

Guest: Sarah Verbeist, DrPH, MSW, MPH

Required Readings:

NOTE: The content in these documents should be a review from coursework last year. Feel free to skim what you know and dive deeper into any sections with newer information.

Campbell, K., Haley, B. (2006). Business planning for nonprofits: What it is and why it matters. Retrieved from the Bridgespan website: <https://www.bridgespan.org/bridgespan/Images/articles/business-planning-for-nonprofits-what-is-it-why/business-planning-for-nonprofits.pdf?ext=.pdf>

Hadley, J., Lanzerotti, L., Nathan, A. (2012). Living into your strategic plan: A guide to implementation that gets results (Read Introduction and 6 Steps to Implementation and skim links to various “tools to use”). Retrieved from the Bridgespan Group website: <http://www.bridgespan.org/Publications-and-Tools/Strategy-Development/Living-Into-Your-Strategic-Plan/FeaturedPublications1/Living-Into-Your-Strategic-Plan-A-Guide-to-Imp-%281%29.aspx#.VyddRnrMLuh>

CLASS 4 (August 31) - HUMAN RESOURCES

Topics:

- HR Policies and Practices
- Recruitment & Hiring & Training
- Fostering and Managing Diversity
- This class builds competencies 2.4, 6.2, 6.6, 7.4 and covers all points of competency 1.

Required Readings:

Abrams, S (2018). *Lead from the Outside: How to Build Your Future and Make Real Change*. New York, NY: Picador. Chapter 2: Fear and Otherness (on Sakai)

Weinbach, R.W., Taylor, L.M. (2011). Fostering and Managing Staff Diversity. *The Social Worker as Manager: A Practical Guide to Success*. **Chapter 8**. Boston, MA: Pearson. (on Sakai)

NOTE: SEPTEMBER 7 – LABOR DAY NO CLASS

Enjoy your day!

CLASS 5 (SEPTEMBER 14) – HUMAN RESOURCES

Topics:

- Supervision
- Motivation
- This class builds competencies 2.2, 2.3, 2.4, 3.1, 3.2, 6.1, 6.3, and 6.6.

Guest: Sarah Verbeist, DrPH, MSW, MPH

Required Readings:

Heyman, D.R. (2011). The Importance of Diversity. *In Nonprofit Management 101*. Chapter 9, pp 127-147. San Francisco, CA: Jossey-Bass. (online book via UNC libraries)

Deci, E. L. Ryan, R. M. (2010). Intrinsic Motivation. Retrieved from <https://doi.org/10.1002/9780470479216.corpsy0467>

CLASS 6 (SEPTEMBER 21) – HUMAN RESOURCES - CRUCIAL CONVERSATIONS

Topics

- Professional Growth / Performance Reviews
- Handling performance and staff problems
- This class builds competencies 2.1, 2.2, 2.4, 6.2, 6.3, 6.4, 6.6 and 8.4.

Required Readings / Video:

Please watch the following video - Laura van Dernoot Lipsky's TEDx Talk on Trauma Stewardship access at <https://www.youtube.com/watch?v=uOzDGrcvmus>

Patterson, K, Grenny, J, McMillan, R, Switzler, A (2012). *Crucial Conversations: Tools for Talking when Stakes are High*. Chicago, IL: McGraw-Hill.
Chapter 2: Mastering Crucial Conversations – the Power of Dialogue (on Sakai)
Chapter 3: Start with the Heart (on Sakai)

Weinbach, R.W., Taylor, L.M. (2011). Promoting Professional Growth. *The Social Worker as Manager: A Practical Guide to Success*. **Chapters 10**. Boston, MA: Pearson. (on Sakai)

CLASS 7 (September 28) – LEADING HIGH PERFORMING TEAMS

Topics:

- Understand what makes teams effective and ineffective.
- Understand internal dynamics that can disrupt a team.
- Identify a structured approach to leading teams
- Class evaluation / feedback

Readings:

Please watch (or listen to) Margaret Heffernan’s TEDWoman 2015 Talk “Forget the pecking order at work: -

[https://www.ted.com/talks/margaret heffernan why it s time to forget the pecking order at work?language=en](https://www.ted.com/talks/margaret_heffernan_why_it_s_time_to_forget_the_pecking_order_at_work?language=en)

Hakanen, M. & Soudunsaari, A. (2012). Building Trust in High-Performing Teams. *Technology Innovation Management Review*, 38-41.

Class Activity:

<https://www.youtube.com/watch?v=-ed7hNj8qOY>

CLASS 8 (OCTOBER 5) GOVERNANCE – BOARDS AND PARTNERSHIPS

Topics:

- Governance and Policy
- Building partnerships

Required Reading:

Polk, B, Chotas, M (2014). Power through partnership: How women lead better together. Oakland, CA: Berrett-Koehler Publishers, Inc.

Please skim the following short chapters.

Chapter 4: Searching for Partners (on Sakai)

Chapter 5: Preparing for Risks (on Sakai)

Chapter 6: Leveraging Conflict (on Sakai)

CLASS 9 (OCTOBER 12) FINANCIAL MANAGEMENT

Topics:

- Financial management
- Budget development
- Ethics
- This class builds competencies 1.1, 1.4, 7.6, and 8.2.

Guest Lecturer:

Ben Balderas, UNC SSW Assistant Director, Admissions, Recruitment, and Financial Aid

Required Readings:

Carlson, M., Donohoe, M. (2010). Ensuring Sound Financial Management. In *The Executive Director's Guide to Thriving as a Nonprofit Leader*. Chapter 17, pp 229-244. San Francisco, CA: Jossey-Bass.

Heyman, D.R. (2011). Nonprofit Financial Management. In *Nonprofit Management 101*. Chapter 13, pp 197-220. San Francisco, CA: Jossey-Bass.

CLASS 10 (OCTOBER 19) MANAGING CHANGE & ORGANIZATIONAL LEARNING

Topics:

- Managing change
- Organizational learning and growth
- Review of different leadership approaches and styles
- Open Q&A on topics that have been missed or need additional explanation.

Reading:

Schmitz, P, (2012). *Everyone Leads, Building Leadership from the Community Up*. San Francisco, CA: Jossey-Bass.

Chapter 8: Continuously Learning and Improving

Chapter 9: Being Accountable to Ourselves and Others.

CLASS 11 (OCTOBER 26) GROUP PRESENTATIONS

Topics:

- Class Presentation
- Group evaluation
- This class builds competencies 1.2, 1.3, 3.2, 6.1, and 8.3.

CLASS 12 (NOVEMBER 2) ADAPTIVE LEADERSHIP

Topics:

- Final assignment discussion and review
- Overview of adaptive leadership and future forward learning on this topic
- Charting the course for success as a manager
- This class builds competencies 1.2, 1.3, 3.2, 6.1, and 8.3.

Required Reading:

Heifetz, R, Grashow, A, Linsky, M (2009). *The Practice of Adaptive Leadership: Tools and Tactics for Changing your Organization and the World*. Boston, MA: Harvard Business Press. Chapter 2: The Theory behind the Practice (on Sakai)

CLASS 13 (NOVEMBER 9) COURSE REVIEW

Topic:

- Final Class
- Course Evaluation

ASSIGNMENT DETAILS

Note: Additional details about assignments including rubrics will be posted on Sakai in the Assignment Details folder in the Resources section.

Organizational Culture Case Study (15 POINTS)

Due: August 30th by 11pm

Students will receive a case study and be asked to respond to several related questions. Responses should be uploaded in the assignments section of Sakai (~ 2 pages double spaced with 1-inch margins).

Case study: a) your approach and consideration of the case study, b) how well you demonstrate integration/application of the information in the book into your personal/internship/student/professional experience, and c) writing skills – how well you conveyed your ideas.

This assignment builds social work competencies 2.2, 6.2 and 7.5. This assignment will support your critical thinking development as well as helping you to reflect on the way your emotions impact your leadership and situational analysis. This assignment also will help you refine your judgment, particularly in terms of how you review, assess and interview in organizational culture and structure. It also will build your skills and knowledge.

Human Resources Case Study (15 POINTS)

Due: September 28th by 11pm

Students will receive a case study and be asked to respond to several related questions. Responses should be uploaded in the assignments section of Sakai (~ 2 pages double spaced with 1-inch margins).

Case study: a) your approach and consideration of the case study, b) how well you demonstrate integration/application of the information in the book into your personal/internship/student/professional experience, and c) writing skills – how well you conveyed your ideas.

This assignment builds social work competencies 2.2, 6.2 and 7.5. This assignment will support your critical thinking development as well as helping you to reflect on the way your emotions impact your leadership and situational analysis. This assignment also will help you refine your judgment, particularly in terms of how you review, assess and interview in organizational culture and structure. It also will build your skills and knowledge.

Group Presentation (20 POINTS)

Due: October 26th by 11 pm

Managers need a variety of skills to be successful in their work. Students will each have the opportunity to learn about one specific skill in depth through their own study. This should move beyond just a simple internet search and include time to really learn about the skill and its application to practice. I am happy to meet with students to share resources and ideas for the workshops.

In small groups, students will then provide a brief master class / tutorial to the class to offer them tips and tools for building and applying this skill. Workshops need to include an opportunity for students to practice the skills or interactive with the topic material in a creative way. Workshops can include power point slides, a handout, a short video, a case study, exercise, facilitated discussion, guest speaker via zoom, role plays – be creative! The group should provide a one page “leave behind” of resources for their classmates to learn more about this topic.

Groups will be asked to share information (confidentially) about their group process. For example, how did they decide who did what? This is a good way to continue to practice and examine teamwork.

The grading rubric will be posted on Sakai under assignments. Points will be awarded for the resource sheet. Please contact me with questions or if you need assistance. Please let me know if you need any specific tools (e.g. flip charts, markers, etc.). Students will be given an hour for the workshop. With 13 students and 4 groups there should be 3-4 people per group.

TOPICS

- Communications: Marketing and talking about your agency / work, public speaking, crisis communication, use of email and social media
- Meeting and Event Planning and execution (conference, fundraiser, staff meeting, etc.)
- Consumer/stakeholder engagement (focus groups, human centered design, surveys, etc.)
- Fundraising/Development/Grants

This assignment focuses specifically on skills building. The specific competency that each student gains will vary based on their selected topic. However, all students will gain a variety of competencies, as they will hear many presentations on different skills that will cover all competencies described previously in the syllabus. The presentations are peer reviewed and graded which addresses competency 1.3. Collectively through student presentations, which will cover topics described under assignments, studies will build the following competencies: 1.5, 2.3, 3.1, 6.1, 6.5, 6.6, 7.3, and 8.4.

Peer Review (10 POINTS)

Due: October 27th by 11 pm

Students will review the contributions of each member of their group using a peer review form and submit to the instructor. The average score for each student will be added to their overall score.

Discussions (10 POINTS)

Due: November 9th by 11 pm

Students will respond to questions posted on the discussion forum page for two class sessions. The instructor will determine these two class days.

Program Plan Paper (30 POINTS)

Due: November 16th by 11 pm

Over the course of the semester students will learn about the different components of a program plan, including budget and timeline. Students will be given a scenario that they will follow to create a program implementation plan. The rubric will be on Sakai with points assigned for each section as well as points for overall approach. Elements will include: Aims and objectives, timeline/work plan, short description of jobs that may be part of the plan, list of partners, budget and justification, and simple evaluation plan. Forms and resources will be on Sakai. Students will receive the scenario in mid-October.