SW 665: EXECUTIVE LEADERSHIP AND ORGANIZATIONAL GOVERNANCE

FALL TERM 2014
Wednesday – 9:00 am – 12:00 pm
Room 2752 SSWB

INSTRUCTOR
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COURSE DESCRIPTION
This course will examine the attributes, skills, behaviors, problems, and issues associated with higher level administrative roles in human service organizations, both public and private. Several executive functions will be given particular attention, including defining the mission and goals of the organization, mobilizing resources, selecting service technologies and staff, developing the appropriate internal-external structures (i.e., internal structures that link to external contexts), and adapting the organization to changing environments. Various styles of leadership will also be analyzed with special reference to the stages of organizational development. Concomitant with the above executive roles and skills, this course will address strategies for organizational development that are directed toward enhancing adaptability, effectiveness and efficiency in serving clientele, and organizational problem-solving.

COURSE CONTENT
This course will focus on the roles of social workers in management positions, such as administrator, middle manager, or executive director (CEO). The course content will include a discussion of the characteristics, competencies, conditions, and contexts related to these positions. Students will learn the basic rudiments of executive positions and roles (e.g., leadership, emotional intelligence, strategic thinking, and executive "presence"), as well as a range of skills in decision making and facilitation, organizational governance, and relationships with the board of directors. Gender, age, ethnicity, race, sexual orientation, and disability will be examined as critical intervening variables affecting both individual and organizational behavior. Integration of professional and personal roles and executive wellness will also be examined. This course will address strategies for organizational development with special reference to organizational change, and the role and impact of key executives in this process. Emphasis will be placed on enhancing and improving adaptability, effectiveness and efficiency in serving clientele, and organizational problem-solving. This course will stress the following themes: governing the agency, visioning, changing the agency, long-term career planning, presentation of self, and the differences in roles in the executive and manager positions.
COURSE OBJECTIVES

Upon completion of the course, students will be able to:

1. Identify and describe various approaches to and styles of leadership; demonstrate the knowledge and skill required for the four position-levels of executiveship (assistant executive, associate, VP/second-in-command, and CEO). (Practice Behaviors 1.MHS, 10.a.MHS)

2. Describe similarities and differences experienced by female and minority, as well as male majority, administrators and demonstrate skill in applying different approaches in a top team. (Practice Behaviors 4.MHS, 5.MHS)

3. Identify relevant contexts, conditions, competencies, and characteristics of leaders which affect the agency and develop skill in orchestrating internal and external elements. (Practice Behaviors 9.MHS, 10.b.MHS)

4. Design appropriate organizational arrangements to evaluate and improve the effectiveness and efficiency of an agency and its resources in meeting the needs of clients. (Practice Behaviors 3.MHS, 6.MHS, 10.d.MHS)

5. Prepare a well-informed, personal plan that will lead to an executive position including the knowledge, skills, and preparation needed to act successfully in that position. (Practice Behaviors 1.MHS, 10.c.MHS)

6. Discuss typical ethical concerns of agency executives and their performance. (Practice Behaviors 1.MHS, 2.MHS)

RELATION OF THIS COURSE TO THE SSW’S FOUR CURRICULAR THEMES

1. **Multiculturalism and diversity** will be addressed though attention to the executive’s role in insisting on and designing and implementing agency diversity and cultural competence. Emphasis will be placed on the barriers to executiveship on the basis of gender, sexual orientation, minority status, etc. (e.g., the "glass ceiling").

2. **Social Justice** will be addressed through the presentation of management tools which can secure a better representation of women and minorities in executive ranks and the organizational changes, especially in boards, needed for this to occur.

3. **Promotion, Prevention, Treatment & Rehabilitation** will be addressed through special attention to the risks attendant to the executive person, including mental health and physical problems occurring from stress. In particular, wellness programs and mental health regimes developed to aid executive success will be discussed. Leadership issues relevant to human service agencies that reflect these particular modes of intervention will also be addressed.

4. **Behavioral and Social Science Research** will be addressed through the use of executive leadership theory, theories of social roles, and research on organizational effectiveness and organizational performance.

RELATIONSHIP TO SOCIAL WORK ETHICS AND VALUES

This course will present the role of the executive in taking leadership with respect to social work values and ethics and implementing the NASW Code of Ethics. In particular, this course will focus on the executive’s special responsibility to demonstrate propriety, competence, professional development, and integrity as well as the executive’s responsibility to treat colleagues with respect, fairness, and courtesy. Students will learn that the executive role consists of presentation of self in the agency and community and the use of the public persona to articulate and reinforce social work values and ethics.

We adhere to the LS&A statement on academic integrity: “The LSA undergraduate academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. The College holds all members of its community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the College promotes the
assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Conduct, without regard to motive, that violates the academic integrity and ethical standards of the College community cannot be tolerated. The College seeks vigorously to achieve compliance with its community standards of academic integrity. Violations of the standards will not be tolerated and will result in serious consequences and disciplinary action.”

Plagiarism is cheating. Any student caught plagiarizing or cheating in any way will earn a failing grade in this course and may be expelled from The University of Michigan. There are no exceptions. Please make sure that you understand what constitutes plagiarism or cheating.

COURSE ASSIGNMENTS

1. Class Participation: 30 points
   This class will draw heavily on the insights of students, with class classes that include a mix of lecture and discussion. It is critical that students prepare ahead of time by completing the assigned reading. These points will only be available for a student who is familiar with course readings and who participates in class. Students who miss class will not earn points (2 points) for that day. Students who miss no classes will be awarded an additional 2 points.

2. Interview, Presentation, & Report – Interview & Report = 15 points; presentation = 15 points (total 30 points)
   Select an executive from a human service agency and complete an in-person interview. Write a 5-page report on the experience. This should focus on the executive’s leadership style, lessons they share in leadership, significant challenges they face, and recommendations they give for your further development as an aspiring manager. Students will present their findings during the second half of the semester, and will be graded both on the paper and the presentation. Students must also develop a presentation rubric and provide paper evaluations for each class member.

4. White Paper: 30 points
   This white paper will include an introduction to the program or agency that you want to address throughout this term. It will include a description of the problem or issues that will be address by the development of a program or a description of the problem that an agency is being created to solve. The paper must address the reasons that this is seen as a problem within a community. The paper should discuss solutions and alternatives. It should include the possible benefits and possible negative consequences of the action. This white paper is due November 26. An outline of a white paper is located in CTools resources. This is not the only model you can use, it is just an example. You must, via email, submit your white paper topic (program development or agency) that you are going to write about before September 24.

5. Memos: 10 points each (total 80 points)
   The topic of the memo will be discussed in the previous week’s lecture. You will develop each memo as if you are disseminating information to either your board or your staff. You must identify the intended audience. An example of the memo format is in CTools resources. We will discuss the purpose and format further in class. No memo may be more than one page of information. In some cases, it may include attachments. See the syllabus course outline for due dates and topics. Students will be responsible for the critical review of their colleague’s memo, including revisions, suggestions and corrections.
6. Articles and reporting – (total 30 points)

Students will be assigned six opportunities to find an article, review it, and write a one page paper. The articles will follow the 6 course objectives. For some of the articles you will be requested to give an oral report on the reading and in others a one page written plan of action. Each written assignment will be worth 5 points.

**GRADING SCALE:**

180 - 200 = A  
160 - 179 = B  
140 - 159 = C  
<140 = Fail

**PREPARING THE CLASSROOM ENVIRONMENT**

A successful course is only possible with good discussion and an open classroom environment. Students are highly encouraged to participate in class, offer insights, critique the material, and ask questions. Sometimes students do not ask questions because they seem “obvious”. However, it is most often the case that if you have such questions, others do too, so they can be the most important ones to ask. A successful class also depends on a respectful exchange of a diversity of views. When someone voices an opinion counter to your own, I challenge you to both respond respectfully with your thoughts, but also to fully consider the merits of the differing view. What has led your colleague to this opinion? Could you make a compelling case for this viewpoint? It is important that social workers be intellectually open and thoughtful, and that positions be taken after careful analysis of empirical data and consideration of the profession’s normative values. Be respectful of others. If you are waiting for someone to finish so you can say something, then perhaps you’re not listening closely enough. In turn, demand that others respect your views. Students are encouraged to critique the readings. That said, please extend the same respect to the authors that you do your fellow students. As graduate students, learning to criticize them is key, but please do so in a respectful way.

**ACCOMODATIONS**

If students think they may need an accommodation for a disability, they need to let the Field Faculty facilitator know as soon as possible. Some aspects of this course, the assignments, the in-seminar activities, and the way the course is usually taught may be modified to facilitate a student’s participation and progress. The earlier students make their Field Faculty Facilitator aware of their needs, the more effectively they can work with the Services for Students with Disabilities Office (SSD) (734) 763-3000 to help determine appropriate academic accommodations. SSD typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information students provide is private and confidential, and the seminar facilitators will (to the extent permitted by law) treat that information as private and confidential.

**If you find yourself having trouble with the classroom environment at any point, I hope you will feel welcome to visit me during office hours to talk about it.**

*This syllabus and assignments may be subject, with adequate notice, to change dependent on the class & the needs of the students. swc*
COURSE OUTLINE

Class One: September 3
Introduction to Executive Leadership and Organizational Governance
  • Introduction to the course
  • Introduction to each other
  • Discussion of syllabus and expectations
  • Leadership exploration – who do you want to be?
  • Discussion of group work, break into groups

Assignments:
  • **Article #1** - Find a peer reviewed journal article on Leadership styles with a publication date after 2010.
    o Write a one page summary and present, in class, an oral executive summary
    o Upload to CTools by September 10
  • Find one online “leadership” inventory (quiz), complete it and bring your findings to class.

Class Two: September 10
Leadership:
  • Discussion Leadership styles
  • Personality inventory
  • Review other leadership inventories
  • Group work: Get to know your board

Assignments
  • **Read**: Strategic Planning for Non-Profit Organizations [Electronic resource] a practical guide and workbook. Michael Allison Jude Kaye, 2\textsuperscript{nd} Edition – Read Chapter 3, for class September 17
  • **Memo #1** Introduction to the new Advisory Board or Board of Directors – draft due 9/17

Class Three: September 17
Mission & Vision:
  • Jenna Bacolor –
  • **Memo #1** – constructive, critical feedback
  • How a mission is developed
  • Why have a mission
  • How you use the mission
  • Group work - Develop your program/agency mission and vision

Assignments:
  • **Read** - Effective Boards: Twelve Principles of Governance that power exceptional boards (CTools) Due September 24
  • **Memo #1** - Introduction to the new Advisory Board or Board of Directors – final due – 9/24
  • **Memo #2** - Mission/Vision Statement - draft due 9/24
Class 4: Board Governance: September 24
- Memo #2 – constructive, critical feedback – Mission/vision statement
- Structure
- Recruitment
- Evaluation
- Group work – Who might need to be on your board, assign roles

Assignments
- Read: What is Emotional Intelligence? (CTools)
- Read: Emotional Intelligence, Emotion and Social Work (CTools)
- Memo #2 – final draft due October 1
- Memo #3 - Recruitment plan & structure of the board (Including community position/role, justification of your choices and what position/role you expect them to play on your board – draft due October 1

Class 5: Positioning an Agency: October 1
- Guest speaker: Chris Wiant - (Caring for Colorado – non-profit foundation)
- Memo #3 – constructive, critical feedback
- Needs assessments
- Social Justice & Economic Issues
- What will this agency/program offer that is different
- Group work – Share ideas for white paper, tease out issues/ideas

Assignments
- Read: Good to Great – Social Sector, Jim Collins,
- Read: Strategic Planning for Non-Profit Organizations [Electronic resource] a practical guide and workbook. Michael Allison Jude Kaye, 2nd Edition – Read Chapter 1, 2
- Memo #3 final due October 8
- Memo #4 - Either: The plan for completing a need assessment or the social justice/economic justice issues to be addressed by the agency. Both need to include the justification for your statements. Draft due October 8

Class 6: Strategic Planning: October 8
- Memo #4 – constructive, critical feedback
- Why
- How often
- Monitoring
- Group work – Identify a goal (or two) for your program or organization and write out the goal and at least 3 objectives that will help you attain that goal.

Assignments: -
- Article #2 - Find an article on non-profit evaluation. Write a 1-2 page document on how evaluation will advise the work you want to do in your program or agency.
- Upload the paper to CTools resources before October 15
- Memo #4 due October 15
Class 7: Program Development: October 15
- Guest speaker - Michael Wiant - Director; Illinois State Museum - Dickson Mounds
- What program?
- Program Funding
- Adding or removing a program
- Logic model
- Group work – work on the development of a logic model for your program or organization

Assignments:
- Article #3 – Find a peer reviewed journal article on female or minority executive leadership and one from white male perspective on leadership with a publication date after 2010.
  - Upload it to CTools Resources before October 22. Write a one page paper comparing/contrasting the different experiences and be prepared to present an executive summary in class

Class 8: October 22 – NO CLASS
Use this time to work on your Executive interview, presentation and presentation rubric. Catch up on your memos and articles.

Class 9: Budgets & Audits: October 29
- How to read financial statements
- Payroll
- Budget development
- 5500/990
- Group work – discuss how you will develop your budget. Get input from your board.

Assignments:
- Read: Hiring the Best A Manager’s guide to effective interviewing. Martin Yake [Google Books] Chapter 6
- Memo #5 - Budget: either program or agency budget. You must attach a spread sheet and a justification/assumptions attachment, along with your budget. The memo should address the impact on the agency and point of interest to either the board or staff. CTools has a sample budget format. Draft due November 5
- Article #4 – Find an article on non-profit risk management. Write 1 – 2 pages on this this will impact the program or organization that you are building. How does Risk Management work into your strategic plan?
  - Upload the article into CTools Resources by November 5
Class 10: Human Resources: November 5
- Kim Cumming
- **Memo #5** constructive, critical feedback
- Insurance/Essential policies
- Risk management
- Interviewing/Hiring/Firing/Evaluation
- Group work – Discuss with your board your Risk Management plan.

**Assignments:**
- **Memo #5** – final due November 12
- **Review**: Benevan

Class 11: Fund Raising: November 12
- Development
- Relationships
- Strategic fund raising plan
- Group work – Discuss with your board how you plan on raising money to support your program or organization. Use your budget memo as the starting point.

**Assignments:**
- **Memo #6** : Policy Memo: Develop a policy, attach it to the memo. The memo should explain/justify the new policy and how it will be operationalized. Draft due November 19
- **Article #5** – Find an article on leadership and ethics. Write a 1-2 page reflection of how ethics will impact our leadership. due
  - Upload the article to CTools
- **Find**: a website that identifies either marketing and/or PR strategies.

Class 12: Marketing and PR: November 19
- Guest speaker – Kate Balzer - Managers
- **Memo #6** – constructive, critical feedback
- How you market the agency
- Press releases
- Finding your niche
- Group work – Discuss with your board how you might use marketing and/or PR to promote your program or agency

**Assignments:**
- **Read**: 7 Habits of Highly Effective People – Steven Covey – see CTools
  [http://ee.sharif.edu/~commi/Comm1_files/SevenHabits.pdf](http://ee.sharif.edu/~commi/Comm1_files/SevenHabits.pdf)
- **Memo #6** – final due November 26
- **Memo #7** – Identify one component of your fundraising strategic plan and how you will communicate it to staff. Include a cost/benefit analysis, who you are targeting and why. Draft due November 26
Class 13: Presentations: November 26

- **Memo #7** – constructive, critical feedback
- **Presentations** – Reporting out on your interview with Executive Leadership. Don’t forget to bring your grading rubric. Each person will have about 10 minute to present, about 1 minute for questions, and about 1 minute to collect their grading rubric

Assignments:

- **Memo #7** – due December 3
- **Article #6** – Find an article about succession planning. In conjunction with the Covey reading, develop your plan for moving forward. To be presented December 10.

Class 14: December 3

- **Presentations** – Reporting out on your interview with Executive Leadership. Don’t forget to bring your grading rubric. Each person will have about 10 minute to present, about 1 minute for questions, and about 1 minute to collect their grading rubric

Assignments:

- **Memo #8** - Analyze your grading rubric with on chart or graph and an executive summary. Due December 10

Class 15: December 10

- Presentations: Each participant will have about 5 minutes to present their plan.
- **Memo #8** due
- Evaluations
- Class feedback

**READINGS**


