



I. Name and Number of Course: SWG 681 Leadership & Administration
Fall 2023 – Aug 17, 2023-Dec 1, 2023
Mondays 1:30 pm to 4:15 pm
UCENT 219

Faculty/Instructor: Irene Burnton, MSW, Professor of Practice
Irene.burnton@asu.edu
Zoom: <https://asu.zoom.us/j/7540808103>
Office Hours: Monday 11:30-class time; Tues by appt

II. Program Level: MSW 600: PAC Concentration

III. Course Requirements: Credit: 3 semester hours
Required: PAC students
Prerequisite: SWG 585, Advanced Standing SWU 411

IV. Land Acknowledgement:
The School of Social Work acknowledges, with respect, that the physical locations of the Arizona State University School of Social Work are within the ancestral homelands of those American Indian tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O’odham (Pima), Pee Posh (Maricopa), and Quechan (Yuma), Tohono O’odham and Pascua Yaqui peoples.

V. Statement of Inclusion
Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

VI. Course Catalog Description:
Most MSW graduates will have the opportunity to become a supervisor within 2 to 3 years after graduation. Whether your career takes you to nonprofit or government organization, your own business, or another human service endeavor, this course provides foundational knowledge and applicable skills on management, supervision, and administration. In this course you will have the opportunity to develop, practice, and strengthen your leadership skills that you can apply immediately in your professional career.

VII. Course Enrollment Requirements:
Prerequisite(s): Social Work Advanced Standing (Advanced Direct Practice) MSW or Social Work Advanced Standing (Policy, Administration and Community Practice) MSW student OR SWG 542 with Y grade

VIII. Course Overview:

Human service systems operate in the context of a rapidly changing environment. In order to remain responsive to environmental changes, organizational structure and function must have sufficient flexibility to adapt, while maintaining a consistent focus on philosophy and mission. Designing and administering organizations and programs which have these qualities requires a knowledge and value base which, while drawing on traditional management theories, is in many important ways unique to human services. This course is designed to enable students to understand the knowledge base required for organizational management and to apply it in a manner consistent with social work values.

IX. Competencies/Learning Outcomes:

Objective	Course Objective	EPAS PAC Competencies
1	Advocate for client access to the services of social work <i>by learning approaches to engage in the organization strategic planning process</i>	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
2	Practice personal reflection and self-correction to assure continual professional development <i>by learning how to apply individual, team, whole organization, and community learning strategies within organization setting</i>	Competency 1: Demonstrate Ethical and Professional Behavior
3	Attend to professional roles and boundaries <i>by learning how to apply value-based principles and laws guiding personnel management</i>	Competency 1: Demonstrate Ethical and Professional Behavior
4	Demonstrate professional demeanor in behavior, appearance, and communication <i>by learning how to utilize approaches to administrative supervision within an organizational context</i>	Competency 1: Demonstrate Ethical and Professional Behavior
5	Use supervision and consultation <i>by learning how to apply steps in strategic supervision within the human service organization</i>	Competency 1: Demonstrate Ethical and Professional Behavior
6	Recognize and manage personal values in a way that allows professional values to guide practice <i>by learning how to apply the best practice to supervise employees within the human service organization</i>	Competency 1: Demonstrate Ethical and Professional Behavior
7	Tolerate ambiguity in resolving ethical conflicts <i>by learning how to handle employee performance problems</i>	Competency 1: Demonstrate Ethical and Professional Behavior
8	Apply strategies of ethical reasoning to arrive at principled decisions <i>by learning how to manage employment challenges</i>	Competency 1: Demonstrate Ethical and Professional Behavior
9	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom <i>by learning how to apply integrated theoretical</i>	Competency 4: Engage in Practice-informed Research and Research-informed Practice

	<i>frameworks for human services management, understanding and utilization of the external and internal environment and its impact on the organization’s functions</i>	
10	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues <i>by learning how to prepare effective proposals, and seeking funding for an organization.</i>	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
11	Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power <i>by learning how to assess, and effectively function within the organizational culture</i>	Competency 2: Engage Diversity and Difference in Practice; Competency 10: Demonstrate working knowledge of the social, political, and cultural diversity of the Southwest and apply that expertise across policy, administration, community practice and research
12	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups <i>by learning how to effectively implement culturally appropriate strategies to lead diverse group of employees</i>	Competency 2: Engage Diversity and Difference in Practice; Competency 10: Demonstrate working knowledge of the social, political, and cultural diversity of the Southwest and apply that expertise across policy, administration, community practice and research
13	View self as learner and engage those with whom they work as informants, <i>by learning how to advocate and implement a change to increase organization cultural competency</i>	Competency 2: Engage Diversity and Difference in Practice; Competency 10: Demonstrate working knowledge of the social, political, and cultural diversity of the Southwest and apply that expertise across policy, administration, community practice and research
14	Engage in practices that advance social and economic justice <i>by learning how to effectively lead the organization, analyzing leadership competencies, and leadership styles</i>	Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
15	Use practice experience to inform scientific inquiry <i>by learning how to monitor and evaluate organizational effectiveness</i>	Competency 4: Engage in Practice-informed Research and Research-informed Practice; Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
16	Use research evidence to inform practice <i>by learning how to apply program evaluation research to monitoring and evaluating organizational effectiveness</i>	Competency 4: Engage in Practice-informed Research and Research-informed Practice; Competency 9: Evaluate Practice with Individuals,

		Families, Groups, Organizations, and Communities
17	Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation <i>by learning strategies for team and coalition building within the organization, facilitating groups and teams, and screening and interviewing potential employees</i>	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities; Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities; Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities; Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
18	Critique and apply knowledge to understand person and environment <i>by learning strategies how to find and keep productive employees, humanizing organization, and supervising staff</i>	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
19	Analyze, formulate, and advocate for policies that advance social well-being <i>by learning strategies for selecting collaborators and partners among human service organizations within the community, and developing skills to effectively working with a Board of Directors (Trustees)</i>	Competency 5: Engage in Policy Practice
20	Collaborate with colleagues and clients for effective policy action <i>by understanding organization (bureaucracy, organizational structure, goals and culture) as arena of change</i>	Competency 5: Engage in Policy Practice
21	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services <i>by learning how to conduct organizational analysis by applying different organization theories, including contemporary theories</i>	Competency 10: Demonstrate working knowledge of the social, political, and cultural diversity of the Southwest and apply that expertise across policy, administration, community practice and research
22	Collect, organize, and interpret data <i>based on assessment of human service organization (assessment of task environment and organization internally)</i>	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

X. Course Units:

Unit	Topics
I	ORGANIZATIONAL STRUCTURE AND OPERATING POLICIES
II	MANAGEMENT & LEADERSHIP: THEORIES, ETHICS & CULTURE
III	MAXIMIZING HUMAN RESOURCES THROUGH EFFECTIVE PERSONNEL MANAGEMENT
IV	MONITORING ORGANIZATIONAL EFFECTIVENESS & SUSTAINABILITY

XI. Key Course Concepts:

Excellence in social work administration	Leadership
Ethics and values in social work administration	Performance appraisal
Management theories	Staff development and training
Leadership styles & theories	Staff supervision
Organizational culture	CQI – Continues Quality Improvement
Organizational subsystems	Termination
Organizational structure and design	Management skills
Motivation and reward systems	Budgeting
Human resources law	Fund development
Affirmative action, valuing differences, managing diversity	Equity, Diversity & Inclusion
Job analysis	Recruitment, selection and hiring

XII. ASU and Related Policies:

For information regarding course and college policies, please refer to the [Watts Course Policies link](https://links.asu.edu/watts-course-policies) <https://links.asu.edu/watts-course-policies>

Students are responsible for reviewing and complying with all ASU policies.

Course Information and Outline

XIII. Required Textbooks and Readings

- **Hoefler, Richard, and Larry Watson (2020). Essentials of Social Work Management & Leadership, A Competency-Based Approach.** San Diego, CA: Cognella Academic Publishing. ISBN: 9781516598755 (Inclusive Access E-book); 9781516598748 (Paperback)
- **Required and Additional Articles, Chapters and Media** (available on Canvas)

XIV. Course Schedule – Plan of Instruction

UNIT I. ORGANIZATIONAL STRUCTURE AND OPERATING POLICIES

Module/Week 1: Introduction, Context of Leadership and Administration, Productive Meetings and Team Building

Learning Objectives:

- Locate and summarize Course of Study, Syllabus, Learning materials and assignments.
- Examine the context of leadership and administration .
- Describe team building as an organizational strategy and identify how it is applied in this course.
- Summarize practices to facilitate productive meetings.

Activities & Assessments

- Review Syllabus
- Acquire textbook
- Review Canvas
- Discuss/Determine Teams

Reading for this week:

- Hoefler & Watson: Chapter 1: Context of SW Leadership & Administration
- Lencioni, Patrick. (2012)The Advantage : Why Organizational Health Trumps Everything Else in Business. *The Centrality of Great Meetings*. John Wiley & Sons. California. (on Canvas)
- Tuckman model (on Canvas)

Additional Resources (optional or used in class)

- Natvig, Deborah and Nancy Start. A Project Team Analysis Using Tuckman’s Model of Small-Group Development_(on Canvas)
- Quick Look: Living As A Leader's "Leadership Development System" For Businesses (7 min) <https://youtu.be/YMSWRC2XZJ4>
- Super Chicken - Margaret Heffernan TED Talk <https://youtu.be/udiTaS2wTAM>
- Thompson, Ken. The Habits of High Performing Teams (17 min, 2011) <https://youtu.be/KNNWLj-3wx0>

Module/Week 2: Setting Organizational Direction through Mission and Strategic Planning

Learning Objectives:

- Examine organizations as a “system” driven by a mission. Outline how an inclusive and organization-wide strategic planning positions an organization for success in achieving its mission.
- Construct how strategic planning, mission and vision statements, and SWOT analysis are used by human service and government organizations to facilitate change.
- Demonstrate the way the mission, vision, and values are applied in making organizational decisions. Appraise the role of the CEO and Board of Directors.
- Through role play demonstrate how mission is applied to organizations utilizing productive meetings and team building. Simulate leadership skills to effectively work with a Board of Directors or Leadership Team.

Activities & Assessments

Finalize Teams

Team Assignment: Lab 1: Set up Team & Mission Statement

- Develop a mission statement for your organization/program.
 - Determine name of your organization/program and the staff role each student will assume.
-

Reading for this week:

- Hoefler & Watson: Chapter 6 Strategic Planning & Chapter 12 Boards
- Lencioni, Patrick. (2012) *The Advantage : Why Organizational Health Trumps Everything Else in Business. The Last Competitive Advantage. Summary Chapter.* John Wiley & Sons. California. (on Canvas)

Resources for Lab (see additional resources on Canvas)

- Mills, Erica. Great Mission, Bad Statement: Why the social sector should worry more about words. Stanford Social Innovation Review, 2016. (on Canvas)
- Nine Characteristics of a Mission Statement Board Source. 2016. (on Canvas)

Additional Resources

- SWOT videos (on Canvas)

LABOR DAY – NO CLASS MONDAY SEPT 4

Module/Week 3: Setting Objectives through Program Planning & Work Plans

Learning Objectives:

- Identify models of program/action planning. Interpret how this is applied in organizations.
- Use field projects and activities to create a timeline chart. Crosswalk field projects and activities with PAC course work and EPAS competencies.
- Examine how organizations construct workplans and document on timeline or Gantt chart.

Activities & Assessments

Guest Speakers: SSW Field Placement Director

Individual Assignment: Translate field placement projects and activities into timeline chart

Reading for this week:

- Brody, Ralph and Muraile Nair. Effectively Managing and Leading Human Service Organizations. Chapters 4 Implementing Action Plans and Problem Solving. pp 55-85, Note pg. 69. Sage Publications. 2014. (on Canvas)
- Hoefler & Watson: Chapter 7 Program Planning
- The Easy Guide to Developing an Effective Action Plan (on Canvas and <https://creately.com/blog/diagrams/how-to-write-an-action-plan/>)
- Review sample workplans & Gantt charts (on Canvas)

Resources for assignment: (see Canvas or additional resources)

- EPAS Competencies (on Canvas)
- PAC Project Matrix (on Canvas)
- PAC Project Worksheet (on Canvas)

Additional Resources (optional)

- Lencioni, Patrick M., et al. The Advantage : Why Organizational Health Trumps Everything Else in Business, *The Case for Organizational Health*. John Wiley & Sons, Incorporated, 2012 (on Canvas)

UNIT II. MANAGEMENT & LEADERSHIP: THEORIES, ETHICS & CULTURE

Module/Week 4: Organizational Theories & Leadership Styles

Learning Objectives:

- Identify and describe classic and contemporary administrative and organizational theories. Compare management theories and social work.
- Interpret how theoretical frameworks impact and are integrated into organizational functions.
- Contrast leadership styles including Transformational, Servant Leadership, Authentic Leadership.
- Explain the role of leadership (CEO, Board of Directors) in the implementation and maintenance of organizations utilizing management theories.

Activities & Assessments

Team Discussion –how will you use organizational theories and what leadership style will you adopt with your Team

Individual Assignment: Leadership Self-Assessment and Reflection

Reading for this week:

- Hoefer & Watson: Chapter 3 Administrative & Organizational Theories & Chapter 4 Leadership
- Hernez-Broome, G. & Hughes, R. (2014). Leadership Development: Past, Present, & Future. Center for Creative Leadership. Human Resource Planning, 27, 3(2), 231-246. (on Canvas and <http://www.ccl.org/leadership/pdf/research/cclLeadershipDevelopment.pdf>)
- VanBenschoten, Bethany. What Is Servant Leadership and How to Apply It. NSLS Blog. 2020. (on Canvas)
- Celestine, Nicole. What Is the Authentic Leadership Style? Positive Psychology. (on Canvas)
- Leadership Chart Management and Leadership in Social Work (on Canvas)

Resources for assignment: (see Canvas for additional resources)

- Clifton Strength Finders (free version) <https://high5test.com/strengthsfinder-free/>
- USC Leadership Quiz <https://eml.usc.edu/leadership-style-quiz>

Additional Resources (optional or in-class resources)

- Bass, Bernard M., and Ronald E. Riggio. (2006) Transformational Leadership. Lawrence Erlbaum Associates. New Jersey.
- Dare to Lead. Brené Brown: Animated Summary (*may be shown in class*) <https://youtu.be/HoPsRM08bRg>
- Kotter, J. (2012). Leading Change. Harvard Business Review Press. C. 2-10, Pp. 19-168
- The Legacy of the matriarchs in the Yukon First Nations (on canvas)
- Netting F.E., Kettner P. M., McMurtry S. L. (2008): Chapter 7. *Understanding Organizations*
- Peters, Colby S. (2017) Social Work Leadership: An Analysis of Historical and Contemporary Challenges, Human Service Organizations: Management, Leadership & Governance, 41:4, 336-345.
- Peters, Colby S. (2018) Defining social work leadership: a theoretical and conceptual review and analysis. Journal of Social Work Practice, VOL . 32, NO . 1, 31–44.
- Smith, Carol. (2005) Servant Leadership: The Leadership Theory of Robert K. Greenleaf. The Greenleaf Centre for Servant-Leadership UK (2005). Retrieved November 12, <http://www.greenleaf.org.uk/whatissl.html>
- Tiftik, Hidayet et. al. Leadership Theories and Comparison of Them. Journal of Research in Business, Economics and Management. Volume 4, Issue 2. 2015
- Welch, Deborah, et al. (2014) Strengths-Based Leadership Development: Insights from Expert Coaches. Consulting Psychology Journal: Practice and Research. American Psychological Association. Vol. 66, No. 1.

Module/Week 5 Organizational Culture: Values, Ethics, & the Role of Leadership

Learning Objectives:

- Examine NASW code of ethics and how it is demonstrated in professional behavior and ethical decision making.
- Discuss how organizational values facilitate culture. Examine the role of leadership in determining culture.
- Interpret organizational, individual and leadership practices that minimize stress, facilitate work-life balance, and establish an organizational culture that is humane and productive.
- Describe an organizational culture that recognizes and rewards professionalism, quality customer service, employee engagement and empowerment, and programs and services that further social justice.
- Explain equity, diversity, and inclusion in the organizational context. Discuss how leaders manage diversity and cross-cultural understanding to promote cultural humility. Deconstruct the extent to which an organization's structure creates or enhances privilege and power.

Activities & Assessments

Individual Assignment: Diversity Statement

- Write a diversity statement that you could use when applying for a job.

Review **Organizational Assessment**

Reading for this week:

- Hoefer & Watson: Chapter 2 Values & Ethics in Administration
- Kantor, Beth, and Eliza Sherman. "Updating the Nonprofit Work Ethic," Stanford Social Innovation Review, 2016 (on Canvas)
- Lencioni, Patrick. The Advantage, The Case for Organizational Health (on Canvas)
- NASW Code of Ethics <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- Sweet, Elizabeth. Cultural Humility: An Open Door for Planners to Locate Themselves and Decolonize Planning Theory, Education, and Practice (on Canvas)

Resources for assignment: (see Canvas or additional resources)

- Your Personal Diversity and Inclusion Statement <https://changingthestory.net/2021/01/20/diversity-and-inclusion-statement/>

Additional Resources (optional or in-class resources)

- Cabasa, Leopold J. (2015) Implementation Science: Why it matters for the future of social work. Journal of Social Work Education. Vol 52, No 51. (on Canvas)
- Collins, Jim. Collins Good to Great for the Social Sector https://www.jimcollins.com/article_topics/articles.html#*socialSector
- Feltman, Charles. The Thin Book of Trust Summary (on Canvas)
- "First Break All the Rules" summary (on Canvas)
- Lencioni, Patrick. (2012) The Advantage : Why Organizational Health Trumps Everything Else in Business. *The Four Disciplines Model; Discipline 2 – Create Clarity; "Blather"; "Six Critical Questions*. John Wiley & Sons. California. (on Canvas)
- Porter, Eduardo. Black Workers Stopped Making Progress on Pay. Is It Racism? New York Times. June 28, 2021. (on Canvas)

Module/Week 6: Leaders, Administrators, Managers, & Supervisors: Increasing Productivity and Effective Interaction

Learning Objectives:

- Contrast elements of leaders, administrators, managers, and supervisors.
- Examine how leaders, administrators, and managers:
 - Facilitate well-planned and articulated communication internally and externally.
 - Implement culturally appropriate strategies to lead diverse groups of employees.
 - Set priorities and manage time.
 - Coordinate efforts involving diverse or competing interests through bargaining and negotiation skills.

Activities & Assessments

Individual Assignment: Organizational Assessment

Reading for this week:

- Hoefler & Watson: Chapter 4 Leadership & Chapter 5 Personal Communication
- Gherson, Diane and Lynda Gratton. (2022) Managers Can't Do it All. Harvard Business Review (on Canvas)
- Lencioni, Patrick. (2012) The Advantage : Why Organizational Health Trumps Everything Else in Business. *Overcommunicate Clarity*. John Wiley & Sons. California.
- OpenAI. (2023). Response from Chat GPT 8/1/2023 to question: How and social service administrators use Chat GPT and other artificial intelligence. *ChatGPT* (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>

Additional Resources (optional or in-class resources)

- Effective Diversity Leadership. (2010) Military Leadership Diversity Commission. Issue Paper #29.
- Gherson, Diane. Let's Redefine the Role of Manager. Podcast: <https://hbr.org/podcast/2022/04/lets-define-the-role-of-manager>
- Goldkind, Lauri & John G. McNutt (2019) We Could Be Unicorns: Human Services Leaders Moving from Managing Programs to Managing Information Ecosystems, *Human Service Organizations: Management, Leadership & Governance*, 43:4, 269-277, DOI: 10.1080/23303131.2019.1669758 (on Canvas)
- Important Negotiation Skills <https://www.indeed.com/career-advice/career-development/negotiation-skills>
- Nizarudin Wajdi, Moh. Baird. (2017) The Differences between Management and Leadership. *Sinergi*, Volume 7, Nomor 2 Maret.
- Williams, Scott. Top 10 Differences Between Managers and Leaders. <https://youtu.be/8ubRzzirRKs>

FALL BREAK - NO CLASS MON OCT 9

UNIT III. MAXIMIZING HUMAN RESOURCES THROUGH EFFECTIVE PERSONNEL MANAGEMENT

Module/Week 7: Hiring/Recruitment, Diversity/Inclusion, Compensation/Benefits

Learning Objectives:

- Identify how job design and motivation and reward systems are components of organizational structure.
- Outline how organizations recruit and hire diverse staff based on established criteria.
- Examine personnel policies and procedures for recruitment, hiring, AA/EEO, performance planning and evaluation, staff development and training and termination.
- Construct a job description that describes staff responsibilities. Design approaches to recruit and attract qualified staff in jobs that align with their competencies.

Activities & Assessments

- **Team Assignment Lab 2: Job Description , Recruitment , & Interview**
 - Develop job description and list of recruitment ideas. Develop questions and role-play an interview

Reading for this week:

- Hoefler & Watson: Chapter 11 Human Resources & Supervision, pages 207-212
- Lencioni, Patrick. (2012)The Advantage : Why Organizational Health Trumps Everything Else in Business. Ideal Team Player. Hungry, Humble, Smart Summary. John Wiley & Sons. California.
- Austin, Robert D., and Gary Pisano. (2017) Neurodiversity as a Competitive Advantage. Harvard Business Review. May-June 2017 issue. <https://hbr.org/2017/05/neurodiversity-as-a-competitive-advantage>

Resources for Lab: (see Canvas or additional resources)

- Huppert, Maxwell. 5 Must-Do's for Writing Inclusive Job Descriptions
<https://www.linkedin.com/business/talent/blog/talent-acquisition/must-dos-for-writing-inclusive-job-descriptions>

Additional Resources:

- Resource on Neurodiversity in the workplace: <https://www.neurodiversityhub.org/resources-for-employers>
- Gedra, Julie and Robert Mizzi. (2014) Feminist Theory and Queer Theory: Implications for HRD Research and Practice. Advances in Developing Human Resources. Vol. 16(4) 445 –456

Module/Week 8: Maximizing Employee Potential through Learning & Development

Learning Objectives:

- Describe an organization's employee selection process to hire a diversity of employees to reflect the communities and constituencies served by the organization. Explain steps/process flow for hiring.
- Explain how on-boarding and orientation enhance supervision and facilitate a positive transition into employment.
- Contrast Training, Development and Education and describe supervisory practices to empower staff to identify and plan their own professional and career development and promote lifelong learning.

Activities & Assessments

Individual Assignment: Career Development Plan

- Create personal career development plan.

Reading for this week:

- Hoefler & Watson: Chapter 11 Human Resources & Supervision, pages 213-214
- Kettner P.M.: Chapter 12. *Maximizing employee potential through staff training and development* [on Canvas]

Resources for assignment: (see Canvas or additional resources)

- Career Development Plan: 7 Steps to create yours at <https://totempool.com/blog/career-development-plan/>

Module/Week 9: Effective Supervision & Performance Evaluation; Employment Laws

Learning Objectives:

- Describe supervisor's multiple roles, including employing strategies to:
 - Motivate employees
 - Encourage employee participation in decision-making and problem solving.
 - Utilize emotional intelligence.
 - Implement culturally appropriate strategies to include a diverse group of employees.
 - Mediate policies and practices with senior administrators, Board, staff, and clients.
- Critique aspects of effective supervision, including strength-based and reflective supervision.
- Identify legally protected employees. Summarize laws and policies that guide personnel management.
- Outline processes to manage employee performance appraisals. Discuss processes to appropriately manage employee performance problems. Simulate providing employee feedback.

Activities & Assessments

Team Assignment: Lab 3 Employee Performance Plan & Documentation

- Determine an employee performance issue and brainstorm with your team.
- Determine and outline how a supervisor can discuss the issue with their employee, including how you would present documentation and the plan for addressing the issue. [Employee PIP](#)

Reading for this week:

- Hoefler & Watson: Chapter 11 Human Resources & Supervision, pages 214-222.
- Best Practice Guidelines for Reflective Supervision (on Canvas) https://mi-aimh.org/wp-content/uploads/2016/03/BPGRSC_Alliance-logo_20170130_AM.pdf

Resources for Lab: (see Canvas or additional resources)

- Employee Performance Improvement Plan template (on Canvas)

Additional Resources:

- Lietz, Cynthia A. (2013) "Strengths-Based Supervision: Supporting Implementation of Family-Centered Practice through Supervisory Processes," *Journal of Family Strengths*: Vol. 13: Issue. 1, Article 6. [On Canvas] Available at: <http://digitalcommons.library.tmc.edu/jfs/vol13/iss1/6>
- Zeidner, Moshe, and Gerald Matthews. (2004) Emotional Intelligence in the Workplace: A Critical Review. *Applied Psychology*. 53 (3), 371–399 (on Canvas)

UNIT IV. MONITORING ORGANIZATIONAL EFFECTIVENESS & SUSTAINABILITY

Module/Week 10: Managing Organizational Budgeting & Finances

Learning Objectives:

- Describe an organizational budget (revenues and expenses) from a management perspective.
- Describe how regular review of financial statements and reports ensures accountability for the use of organizational resources.
- Identify role of leadership (CEO and Board) to monitor and forecast revenues and expenditures to ensure that budget assumptions are consistent with anticipated income and expenses.

Activities & Assessments

Team Assignment: Lab 4 Develop expenses side of a budget for your organization

Reading for this week:

- Hoefler Chapter 8 – Budgeting & Finance
- Finance Unlocked for Nonprofits from the Washington Nonprofit Institute; [Finance Unlocked for Nonprofits – The Washington Nonprofit Institute \(wanonprofitinstitute.org\)](https://www.wanonprofitinstitute.org/)

Resources for Lab: (see Canvas)

Additional Resources (optional)

- Weikart, L, A., Chen, G. G., Sermier, E. (2013): Chapters 6 Understanding financial statement and Chapter 9 Understanding revenues [on Canvas]

Module/Week 11 Fund Development & Grant writing

Learning Objectives:

- Identify components of fund development (individual giving, foundations, government grants.)
- Examine strategies that lead to successful procurement of funding.
- Identify components to identify, prepare and procure a grant proposal that is in line with the organization's mission and goals.
- Explain role of coalition building and partnerships in organizational effectiveness and sustainability.
- Describe how the Board of Directors facilitates organizational partnerships with the external community.
- Develop Fundraising Plan that includes a funding mix.

Activities & Assessments

Team Assignment Lab 5 Fund Development Strategy

- Develop a funding strategy with diverse funding methods. Include justification.

Reading for this week:

- Hoefler & Watson: Chapter 9 Fund Development and Grant Writing; Chapter 12 Boards
- Giving USA Report (givingusa.org) <https://philanthropynetwork.org/news/giving-usa-2021-year-unprecedented-events-and-challenges-charitable-giving-reached-record-47144>

Resources for assignment: (see Canvas)

Additional Resources (optional or in-class resource)

- How to Use Grants.Gov to Find Federal Grants <https://youtu.be/yDbGerr5Oek>
- “Ten Nonprofit Funding Models” By William Landes Foster, Peter Kim, & Barbara Christiansen; Stanford Social Innovation Review, 2009. (on Canvas)

Module/Week 12: Marketing & Organizational Sustainability

Learning Objectives:

- Identify the components of marketing and its application for social work leaders and administrators.:
- Describe methods to monitor and evaluate organizational effectiveness., including conceptualizing and measuring sustainability of programs
 - 15 Sustainability Factors: infrastructure and capacity to support sustainability, community buy-in and support, availability of funding and resources, leadership, presence of a champion, Intervention, Practice setting, Ecological System, Coalitions, Collaborations, Partnerships, Networks, Community Need for Program, Ongoing evaluation of performance and outcomes, Organizational Culture)

Activities & Assessments

- **Team Exercise: Final presentations**
 - Teams presents materials and proposed solutions for the final project, including a board packet.

Reading for this week:

- Hoefler & Watson: Chapter 10 Marketing

Additional Resources

- Cabassa, Leopoldo. (2016) Implementation Science: Why it Matters for the future of Social Work. Journal of Social Work Education. Published online. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5312777/>
- Hoefler & Watson Chapter 15 Putting All the Pieces Together
- Palinkas, Lawrence, et al. (2020) Conceptualizing and measuring sustainability of prevention programs, policies, and practices. *Transl Behav Med.* Feb; 10(1): 136–145
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7020391/>

Module/Week 13: Prepare for Final Presentations

Learning Objectives:

- Use knowledge and skills learned in this course to develop a plan of action to present to Board of Directors.

Activities & Assessments

- **Team Exercise: Final presentations**
 - Teams presents materials and proposed solutions for the final project, including a board packet.

Reading for this week:

- None

XV. Assignments and Evaluative Procedures

ASSIGNMENT	FORMAT	DUE DATE	POINTS
Individual Assignments (55%)			
Individual Assessments 1) Field Placement or Employment Workplan/chart (5 pt.) 2) Leadership Self-Assessment and Reflection (5 pt.) 3) Diversity & Inclusion statement (5 pt.) 4) Career Development Plan (10 pt.) [EPAS Competencies 1-10]	Individual Assessments	1) Mod 3 (Sun Sept 17) 2) Mod 4 (Sun Sept 24) 3) Mod 5 (Sun Oct 1) 4) Mod 8 (Oct 29)	25
Organizational Assessment [EPAS Competencies 2, 7, 10]	Individual written paper	Module 6 (Sun Oct 15)	30
Team Assignments (45%)			
Human Service Organization Team Labs Lab 1: Team Set-up & Mission Lab 2: Job Description, Recruitment & Interview Lab 3: Employee Performance Plan & Documentation Lab 4: Organizational Budget (Expenses) Lab 5: Fund Development Strategy [EPAS Competencies 1, 2, 6, 7, 8, 9, 10]	In class team activities	Lab 1 Mod 2 (Aug 28) Lab 2: Mod 7 (Oct 16) Lab 3: Mod 9 (Oct 30) Lab 4: Mod 10 (Nov 6) Lab 5: Mod 11 (Nov 13)	25 (up to 5 pt. each)
Human Service Organization: Final Team Presentation [EPAS Competencies 2, 4, 5, 8, 9, 10]	In-class team presentation	Mod 12 & 13 (Nov 20 & 27)	20
<i>Participation & Engagement: It is expected that you attend all classes for the entire class; participate in class & Group discussion; demonstrate evidence of having read materials. Points will be deducted for unexcused absences and non-participation.</i>			
TOTAL			100

Grading Criteria: The criteria for evaluation of work for the class is based on the quality of analysis, evidence of application of learning from the course, integrated use of assigned and outside resources, and clear presentation of ideas, exhibited in both written and oral assignments.

Percentage/Points	Grade	Percentage/Points	Grade	Percentage/Points	Grade
100%	A+	84-86	B	61-69	D
94-99	A	80-83	B-	0-60	E
90-93	A-	77-79	C+		
87-89	B+	70-76	C		

XVI. Grading

Interpreting grades in graduate courses in the School of Social Work

An “A+” grade at the graduate level means that a student is doing **exceptional** work. The student attends class regularly, completes all of the course assignments, and demonstrates a detailed, comprehensive grasp of the material in the assignments and in class participation. To receive an “A+” grade a student must achieve at the highest level; such grades are rare and may not be given during any one semester.

An “A” grade at the graduate level means that a student is doing **outstanding** or **excellent** work. The student attends class regularly, completes all of the course

assignments and demonstrates a thorough grasp of the material through course assignments and in class participation. To receive an “A” grade a student must go well above and beyond the basic expectations for the course.

An “A-” grade at the graduate level means that a student is doing **excellent** work. The student attends class regularly, hands in all of the course assignments and in the majority of coursework and demonstrates a thorough grasp of the material. To receive an “A-” grade a student must go above and beyond the basic expectations for the course.

A “B+” grade at the graduate level means that a student is doing **at least satisfactory** work and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A “B” grade at the graduate level means that a student is doing **at least satisfactory work** and meeting the minimum requirements for the course. The student attends class

regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts. In most courses, a majority of students would be expected to achieve at the “B” or “C” level.

A “B-” grade at the graduate level means that a student is doing **satisfactory** work and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a minimal level of understanding of the course concepts.

A “C+” grade at the graduate level means that a student is doing **inconsistent** work. The student does not attend class regularly and/or fails to hand in some of the course assignments. The student demonstrates a basic level of understanding of the course concepts.

A “C” grade at the graduate level means that a student is doing **inconsistent** work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

A “D” or “E” at the graduate level means that a student is doing **unacceptable** work, demonstrating a complete lack of understanding of course concepts.

An “EN” (Failing never participated) grade at the graduate level means that a student is failing the course as a result of not participating or turning in assignments

An “EU” (Failing did not complete) grade at the graduate level means that a student did some work in the course, but is failing as a result of not completing all of the course assignments

An “I” (Incomplete) grade at the undergraduate level is given by the course instructor when a student is otherwise doing acceptable work but is unable to complete the course because of illness or other conditions beyond their control. Students are required to arrange with the instructor for the completion of the course requirements. The arrangement is recorded on the Request for Grade of Incomplete form. Students do not re-register or pay fees to complete the course. The completion date is determined by the instructor but may not exceed one calendar year from the date the mark of “I” is recorded. When the student completes the course, the instructor must submit an

online grade change request. If a student receives an "I" in a graduate course (500-level or above) their "I" grade will become a permanent part of the student's transcript if they do not complete the course within one year, and they will have to reregister and pay fees to repeat the course for credit.

A **"NR"** (No Report) grade simply means that a grade has not yet been reported. Once final grade processing takes place for the semester, most classes will have an actual grade posted instead of the "NR". If an "NR" grade appears for a course in a prior semester, students should contact the instructor of the course to find out why a final grade was not recorded.

A **"W"** (Withdrawal) means that a student withdrew from a class after the first week of school; students receive a mark of "W" on their transcript and earn no credit or grade for withdrawn classes.

A **"Y"** (Satisfactory) grade is generally used as a grade for successfully completed internships, projects, readings and conferences, research, seminars, theses, dissertations, and workshops. Students earn hours for a "Y" grade, but the grade is not used for computing their GPA.

An **"XE"** (Academic Dishonesty) grade denotes failure due to academic dishonesty and is treated the same as an "E" for the purposes of GPA, course repeatability, and academic standing determination. A student may not avoid any penalty for academic dishonesty by withdrawing from a course. A student may be reinstated to a course to receive a penalty of a reduced or failing grade or XE. The grade of XE may only be assigned in accordance with ASU's Student Academic Integrity Policy, and not as part of the normal end of the semester grading process.

XVII. Assignment Descriptions

Detail on Assignments

Individual Assignments

Timeline Chart of Activities to Achieve Field Projects

Due Sun Sept 17 11:59 pm

Up to 5 Points

Instructions:

Each student will work with their PAC Field Instructor to determine three (3) projects and the activities the student will work on in their internship to complete each project. The purpose of this assignment is for the student to connect field projects to PAC coursework, EPAS competencies, and timelines. Students will submit the following:

- **Project Matrix.** In this document, the student will analyze the relationship between the field projects and coursework in the five PAC courses.
- **Project Worksheets:** The student will complete one worksheet for each field project. The student will list the activities they will complete to achieve the field project. For each activity, the student will determine the EPAS competency they will learn, the estimated time it will take to complete the activity, and the month the activity is projected to occur.

Prior to completing this assignment:

- **Review** the sample charts (Workplan, Gant, timeline), PAC Project Matrix template, PAC Project Worksheet template, and EPAS Competencies on Canvas.
- **Determine:** Your 3 field projects and the activities you and your field Instructor outlined.

Project Matrix:

- Using the “Project Matrix” template (in Canvas) list 3 projects you will be involved in during the next two semesters at your internship.
- Crosswalk each field project with the coursework concepts that you anticipate observing or participating in from your core PAC courses: Program Planning, Leadership & Administration, Program Evaluation, Community Participation Strategies, and Policy Practice.
 - Place an “E” in the corresponding box if you anticipate that you will be exposed to the course content or a “P” if you anticipate full participation .

Project Worksheet (*Complete one worksheet for each field project*):

- Complete a separate “Project Worksheet” for each project listed on the Project Matrix. The Project Worksheet is a Timeline chart and will be a useful tool for you and your Field Instructor to use to track your progress.
- Fill in the Project name, brief description, and expected “product” or outcome.
- Indicate the Macro Practice Roles you anticipate participating in or observing in this project.
- List the **activities** you and your Field Instructor outlined that you plan to undertake to complete the project.
- Identify the “**EPAS Core Competency**” the activity will address (you may list more than one).
- Estimate when the activity will begin and end and fill in the appropriate boxes under the months listed in the Fall and Spring semesters (and summer if applicable).
- Estimate how many hours you will spend in each activity and write that number in the column marked “Estimated Hours.”

How to Submit

Submit as an attached Word, Excel or PDF document.

NOTE:

- *You will also submit as a non-graded project in SWG 643 Advanced Practicum.*
- *Share this assignment with your Field Instructor.*

Rubric

- Thoroughly and insightfully responded to prompts.
- Written in a professional manner with no grammatical or word choice errors.

Leadership Self-Assessment & Reflection

Due Sun Sept 24 11:59 pm

Up to 5 Points

Instructions

Each student will submit a reflection that incorporates observations based on the readings, result of the leadership assessments, and responses to the prompts.

- Read/view the materials in the Module.
- Complete the following strength-based leadership assessments:
 - Strength Finders <https://high5test.com/strengthsfinder-free/>
 - Complete [USC Leadership Quiz](#)
- Reflect and write
 - From the learning materials, identify the leadership style that you identify most closely with. Reference where you learned about the leadership style you identified with.
 - List your High 5 and Leadership style from the assessments in this assignment.
 - In 2-3 paragraphs, reflect on what insights you gained about your own leadership style utilizing what you learned from the reading, class lecture/discussion, and assessments.
 - Briefly describe two or more examples of qualities that you would like to exhibit in your leadership style.
 - Demonstrate how you could demonstrate your leadership style in your field practice and/or employment.

How to Submit

Submit as in-text or attached Word or PDF document

Rubric

- Responded to all prompts
- Thoroughly and insightfully responded to prompts.
- Written in a professional manner with no grammatical or word choice errors.

Diversity and Inclusion Statement

Due Sun Oct 1 11:59 pm

Up to 5 Points

Instructions:

Writing a Diversity and Inclusion Statement allows you to clarify your thinking with respect to these issues in your life and in the workplace or school. Some employers require such a statement as part of a routine job application process. This assignment can be found at: <https://changingthestory.net/2021/01/20/diversity-and-inclusion-statement/>

Each student will complete a diversity and inclusion statement that is one double-spaced page or less that can be used to apply for jobs.

- Review Writing Your Personal Diversity and Inclusion Statement at : <https://changingthestory.net/2021/01/20/diversity-and-inclusion-statement/> and the materials and examples on Canvas.
- Areas to include in a statement are: 1) your values related to diversity, 2) your experiences working with diverse populations if any, 3) your firsthand experiences of inclusion and exclusion, and 4) your commitment to inclusivity.

How to Submit

Submit as attached Word or PDF document

Rubric

Submission is one double-spaced page or less

Written in a professional manner with no grammatical or word choice errors.

Organizational Assessment

Due Sun Oct 15 11:59 pm

Up to 30 Points

Instructions

Each student will submit a 4–6-page paper. APA format.

For this assignment you will need to assess and analyze the organization and culture of your internship agency or employment in a human service agency.

- **You should interview an agency leader and staff member (Plan enough time to do this so you can incorporate responses into your paper.**
- You should utilize all available resources, including organization charts, program and personnel policies and procedures, handbooks/brochures, media/social media, organizational communications, as well as the subtle expressions of organizational culture.
- Your analysis and assessment should include concepts based on theories discussed in this course.

Description, observation, and analysis:

- Define organizational culture. Describe the organizational culture within your agency. Include the position(s) of the people you interviewed and their perceptions. Discuss how the organization's values align or do not align with the culture.
- Examine the role of leadership. What leadership style(s) do you observe at the agency? (reference course learning materials) How does this compare with your leadership style? How does leadership communicate with staff, interns, clients, and community members?
- Identify and discuss recognition and reward programs in place (review agency's personnel policies). Indicate how the organizational measures "customer" service with clients. Discuss how engaged employees are in the day-to-day work. How does the agency promote work-life balance?
- Indicate how ethics are demonstrated in professional behavior and decision making. This may be learned through an interview with a leader in the organization. Describe how the organization/leadership is using (or not using) Generative Artificial Intelligence technology.
- Do programs and services further social justice? Explain.
- How does the agency manage diversity, equity, and inclusion? How does leadership support equity and inclusion? Are power imbalances in place? Explain.

Critical Analysis:

- What areas could be improved? What recommendations would you make?

How to Submit

Submit as attached Word or PDF document.

Rubric

Paper addresses the following: (up to 25 points)

- Includes thorough discussion of what culture is and the organizational culture within the agency. Identifies and discusses leadership style referencing course learning materials. Insightfully compares to student's leadership style identified in previous assignment.
- Accurately discusses items from agency's personnel policies (with link if possible) including recognition and reward programs and work-life balance. Discusses customer service measurements and how engaged employees are utilizing observation, research, and/or interviews.
- Identifies ethics observed or learned through interview and how they are utilized in decision making. Indicates how Generative AI is (or is not) addressed.
- Identifies how the organization addresses social justice.
- Indicates how an organization addresses diversity, equity, and inclusion in personnel policies; leadership and other ways learned through observation, research, and/or interviews. Discusses power imbalances.

- Includes thorough analysis of areas for improvement and recommendations.

Standard of excellence (up to 5 points)

- Thoroughly and insightfully responded to all prompts.
- Identified and discussed perceptions gained from personnel interviews.
- Applied theories learned in the course materials with appropriate references.
- Written in a professional manner (APA) with no grammatical or word choice errors.

Career Development Plan

Due Sun Oct 29 11:59 pm Up to 10 Points

Instructions:

Each student will write a Career Development Plan. A Career Development Plan helps professionals customize their strategies to achieve their career goals. It starts from where you are now and creates a step-by-step plan which ends with where you want to be at a particular time in your life. It helps clarify your goals and directs you along your career path towards your desired objectives.

Review: Career Development Plan: 7 Steps to create yours at <https://totempool.com/blog/career-development-plan/>

Write your Career Development Plan.

- The plan may be a one-page written document or a chart (see templates online).
- The student will put together both short- and long-term career goals in the SMART format over a 2–5-year horizon.
- If the student plans to look for a new position after graduate school, the goals could be focused on researching the types of positions and organizations they would like to work at. If the student plans to stay at their existing organization, the goals could be focused on ways to advance their position in the organization or goals within their current position.
- Determine an action plan and how you will hold yourself accountable.

The Career Development Plan may include all or some of the following:

- List key people you would like to meet with and a timeline of when you would like to accomplish this. Indicate how you will contact this person.
 - Determine 2-3 organizations you might want to work for. Can you identify anyone you can meet with from this organization?
 - Determine 2-3 jobs or positions you might want to do after graduation or in the future. Can you identify anyone who works in this position you can meet with? If not, who can you ask to help?
- Outline information you will need to research prior to these meetings and specific questions you would ask.
- List any additional training and certifications that will help you achieve your goals.
- If you do not have a current resume, determine how you will update it to reflect your new degree. Include those from whom you will get feedback.

How to Submit

Submit as attached Word or PDF document

Rubric

Included SMART goals over a 2-to-5-year period.

Includes an action plan and indicates how they will keep themselves accountable.

Written in a professional manner with no grammatical or word choice errors.

Social Work Organization - Team Assignments

Form Teams (*students will receive a Google doc to indicate preference(s) before first class*)

Instructions

Students will form teams under the following programs. Teams would work together throughout the semester based on the general area of interest. Each team will work on Labs/Activities through the entire semester as well as complete a final presentation to the rest of the class.

Program 1: Government Program

- <https://www.phoenix.gov/humanservices/programs/>
- <https://dcs.az.gov/>
- <https://des.az.gov/>
- <https://www.azdhs.gov/prevention/womens-childrens-health/index.php>

Program 2: Non-Profit with On-Going Services

- <https://www.lss-sw.org/>
- <https://www.cplcdecolores.org/>
- <https://www.swhd.org/>

Program 3: Advocacy / Grassroots Program

- <https://azchildren.org/>
- <https://www.poderinaction.org/>
- <https://www.plannedparenthood.org/planned-parenthood-arizona> (also non-profit and healthcare)

Program 4: Tribal and/or Indigenous Organization

- <https://www.nativehealthphoenix.org/>
- <https://www.nativeconnections.org/>
- <https://itcaonline.com/>

Program 5: Healthcare / Federally Qualified Healthcare Org

- <https://www.phoenixchildrens.org/patient-visitor-information/support-programs/pastoral-social-work-services>
- <https://www.adelantehealthcare.com/about-adelante-healthcare/the-community-health-center-difference/>
- <https://www.phoenixchildrens.org/the-emily-center>

In-class Team Labs:

Each team member will assume distinct roles to allow for practical application of the administration skills you will learn over the course of semester. The leadership management team members will be charged with a specific task related to your organization to be completed during in-class "labs."

Lab 1 Team set-up & Mission Statement

Module 2: Due Aug 28 (in-class), open until Sun Sept 3 11:59 pm

Up to 5 Points

Instructions:

Teams will brainstorm the foundational components of the organization. Based on that, teams will create a name and description of the organization/program. Each student will take on a role within the organization that they will maintain throughout the semester. Teams will then write a mission statement.

Teams will complete the following and submit on Canvas:

1. Brainstorm specifics about the program

- Each team member will brainstorm the following questions
 - What does the organization/program do?
 - For whom? (who does the organization/program serve)
 - So that (result the action - the intended impact)
- Once everyone has brainstormed the questions, the team will come together and share their answers. Based on the brainstorming the Team will determine the following.

2. Begin to build your program and organizational culture by completing the following.

- Name your organization
- Develop a brief description of the organization/program
- Figure out roles and assign tasks (who takes notes, who runs in-class meetings, who submits on Canvas, etc.) and create an organizational chart. Roles should include:

President & CEO or Director

- Strategic planning
- Board/Governing Body; and or reports to leadership
- Staff: Directors; Executive level
- **Lead: Lab 1** – name organization/program, Mission, who is in each role, run meetings

Director – Internal Operations

- Budget
- Program Planning
- Staff: (Clinical, accounting, grant financial monitoring staff)
- **Lead: Lab 4:** Budget
- **Co-Lead Lab 3:** Employee Performance Evaluation

Director – External Operations

- Fund Development & Grant writing
- Marketing
- Staff (Facilities, fundraising, public relations/marketing, grant program staff)
- **Lead Lab 5:** Fund Development Plan

Director – Human Resources (can be split into HR Hiring & HR Performance and PD)

- Personnel policies
- Hiring; Training & Professional Development

- Staff (human resources, training, clerical)
- **Lead Lab 2:** Figure out employees under each Director, write one job description, how would you advertise this job to ensure inclusion; how would you evaluate people for this job?
- **Co-Lead Lab 3:** Employee Performance Evaluation

3. Develop a Mission statement

- Review learning materials on mission statements on Canvas.
- Prepare a mission statement for your program/organization.

4. Submit your Team responses on Canvas

How to Submit

Submit as attached Word or PDF document. Include:

1. Summary of discussion among team members
2. Name of your organization
3. Description of the organization/program.
4. Name of team member and role/task team members chosen and organizational chart
5. Mission statement

Rubric

- Submits all items
- Responses are submitted on time.
- Thoroughly and professionally address the prompts.

Lab 2 Job Description, Recruitment, & Interview

Module 7: Due Oct 16 (in-class), open until Sun Oct 22 11:59 pm

Up to 5 Points

Instructions:

Students will choose a position that would work at their organization/program and create a job description and set of interview questions for the specific job. The job description and interview questions should cover essential functions, knowledge, and skills of the position as well as questions to vet the skills and organizational culture fit of applicants. You may want to use AI technology to brainstorm ideas. Teams will then role play an interview with potential candidates.

Teams will complete the following and submit on Canvas:

- Discuss employees who would be expected to report to each member of your Team.
- Use the learning materials and create a job description for a position. Include how the position relates to the mission statement. Make sure the job description addresses the knowledge, skills and abilities needed to do the position.
- List 3-5 ideas on how you could recruit qualified candidates for this position. Address how you can encourage diverse candidates to apply.
- Write 5-7 interview questions would be important to your overall organizational culture.
- Based on the interview questions and job qualifications, create a “scorecard” on how you would “rate” candidates you interview. It should include hard and soft skill qualifications as well as fit with organizational values.
- [Job Description Template](#)
- Role play an interview based on the job description and recruitment plan you created. The role play should include an interviewer that models’ components of the student’s leadership style. The interviewee should

answer questions in a way that touches upon your mission statement and overall organizational culture you have settled upon as a team. Use the “scorecard” your team wrote to assess the candidate.

How to Submit

Submit as attached Word or PDF document. Include:

1. Name of position and job description
2. 3-5 ideas on how you could recruit for the position, including how you would attract diverse applicants.
3. 5-7 interview questions
4. Scorecard
5. Summary of role play.

Rubric

- Submits all items
- Responses are submitted on time.
- Thoroughly and professionally address the prompts.

Lab 3 Employee Performance Plan & Documentation

Module 9: Due Oct 30 (in-class), open until Sun Nov 5 11:59 pm

Up to 5 Points

Instructions:

Teams will choose or will be provided with an employee performance issue. The team will discuss the issue, draft an Employee Performance Plan, and list documentation needed in anticipation of meeting with the employee having the performance issue. The team will then role play the meeting between supervisor and employee and document the meeting and next steps.

Teams will complete the following and submit on Canvas:

- Determine or review assigned employee performance issues with your Team.
- Determine and outline how a supervisor can discuss the issue with their employee, including how you would present documentation and the plan for addressing the issue making use of the attached. [Employee PIP](#). Utilizing Chapter 11 in the textbook, note any employment laws you will need to be aware of.
- Role Play the meeting a supervisor would have with the employee facing performance issues. Present the documentation to them and discuss and explain the course of action for improvement.

How to Submit

Submit as attached Word or PDF document. Include:

1. Summary of discussion about the performance issue
2. Employee performance Plan.
3. Documentation of the performance issue, noting any employment laws
4. Summary of role play meeting between supervisor and employee including plan of action

Rubric

- Submits all items
- Responses are submitted on time.
- Thoroughly and professionally address the prompts.

Lab 4 Organizational Budget - Expenses

Module 10 Due Nov 6 (in-class), open until Sun Nov 12 11:59 pm

Up to 5 Points

Instructions:

Teams will determine the expenses for their organization/program and represent them as part of an organizational budget.

Teams will complete the following and submit on Canvas:

- Review Chapter 8.
- Using the excel template in the module, determine the expenses of your organization. Include:
 - Personnel
 - Employee Related Expenses (ERE)/Benefits
 - Space & Utilities
 - Travel
 - Client assistance
 - Indirect cost
 - Other

How to Submit

Submit as attached Excel or PDF document. Include:

1. Summary of discussion
2. Completed excel template with projected organizational expenses for budget

Rubric

- Submits all items
- Responses are submitted on time.
- Thoroughly and professionally address the prompts.

Lab 5 Fund Development Strategy

Module 11 or 12: Due Nov 13 (in-class), open until Sun Nov 19 11:59 pm

Up to 5 Points

Instructions:

Teams will develop a fund development strategy using diverse funding sources and justification for each item.

Teams will complete the following and submit on Canvas:

- Review the budget of expenses the Team created. Determine total funds needed to sustain the program/organization.
- Your organization has received a grant that covers 50% of the organization/program's expenses. Determine how much do you need to fund-raise.
- Utilizing Chapter 9 in the textbook and the template provided in the module, develop funding plan with diverse funding methods.
 - Identify 4 fund development methods.
 - Set a goal amount for each fund development method and rough timeline
 - Identify the role of specific staff members and the Board of Directors for each fund development method
 - Include a justification for each fund development method

- If time permits, present the budget and fund development plan to the class.

How to Submit

Submit as attached Excel or PDF document. Include:

1. Fundraising goal (Total expenses minus grant amount)
2. Fund Development plan that includes at least 4 Identify 4 fund development methods with goal amount and rough timeline for each. Role of staff members and Board or leadership and justification.

Rubric

- Submits all items
- Responses are submitted on time.
- Thoroughly and professionally address the prompts.

Final Board/Leadership Packet and Presentation

Module 13 & 14

Due Mon Nov 20 or 27 as assigned

Up to 20 points

Instructions:

Each Team will receive a challenge that has impacted their organization. The Team will prepare materials to address the challenge and present their plan and budget to the rest of the class which will be assuming the role of a Board of Directors or Leadership.

Teams will complete the following.

Teams will submit the materials indicated below on Canvas prior to presentation so it can be distributed to instructor and other students and/or bring a hard copy to the in-class presentation. Teams will present their plan to the class.

Board/Leadership Packet

- Each team will receive a challenge that has impacted their organization resulting in a need for changes that will impact the budget.
- Teams will review the challenge and prepare a proposed plan of action to address the challenge.
- Teams will assemble the following materials to present to the instructor and class
 - Agenda for your presentation
 - Summary of the program/organization, including mission - what the program/organization does and who it serves
 - Current Finances (Budget & Funding Plan)
 - Current Staffing including organizational chart
 - Summary of the challenge the program is facing
 - Intended steps to address the challenge including how the budget and/or staffing plan would be impacted. This should include a timeline or Gantt chart.

Presentation

- The presentation should be presented in a way that embodies a leadership style the team has adopted.
- Review the agenda.
- Provide an overview of organization including:
 - Mission and what the program/organization does
 - Clients served
 - Staffing
 - Current budget
- Describe the challenge.

- Present proposed strategies and short- and long-term action steps to address the challenge. This may include:
 - Impact on clients and staff
 - Changes to the budget with specific recommendations.
 - Other innovative ideas
- Facilitate discussion and Q&A among the class acting as the Board/Leadership.
- Include a summative reflection on how the team functioned through the semester

How to Submit

Submit packet of materials prior to class presentation on Canvas.
Presentation will take place during class time

Rubric

Board/Leadership Packet (up to 8 points) includes:

- Mission and summary of program/organization
- Current organization/program including clients served, budget, and staffing/organizational chart
- Summary of the challenge and strategies to address it
- Action Plan and/or timeline chart to address the challenge including proposed staffing and budget.

Presentation (up to 8 points)

- Materials are presented to the class digitally or in hard copies.
- Provides an overview of the organization/program.
- Describes the challenge and strategies.
- Presents short- and long-term action steps and why this is an effective solution.
- Facilitates class discussion and reflects on how the team functioned

Standard of excellence (up to 4 points)

- Includes all members of the Team. Embodies a leadership style. The team is professional and well prepared.
- Submits Board/Leadership packet prior to presentation.
- Materials were distributed to class digitally or in paper form.
- The presentation was professional quality. Solutions were well thought out and innovative. The materials and presentation were clear and concise.

XVIII. Course Policies (Instructor Specific)

As this course is based on a problem/project-based learning, students are expected to actively participate in LABs working with the team members. Most of the LABs activities are done during the class time and require for students to search for appropriate information using Internet. Therefore, using computers is part of LABs activities. However, **paggers, cell phones and other recording devices are not permitted during class lectures, LABs, and other functions.**

Due Dates, Late, or Missed Assignments

Written assignments are to be submitted on the due date by the times specified (Arizona Time, which is always Mountain Standard Time since Arizona does not observe Daylight Savings Time). Late submissions will not be accepted unless an extension was granted by the instructor in advance of the due date. The instructor reserves the right to accept a late assignment for good cause (even if that cause does not rise to the level of warranting an unforeseeable excused absence) by a date agreed to by the instructor and student. Work submitted late for other reasons will be penalized 10% for each day late.

Accommodations for Disaster, Military, Religious, and University Activities

Follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

Accommodation for those assisting in government declared disaster incidents will also be considered. The student should provide the course instructor (instructional team member) with an accommodation request accompanied by an explanation of the disaster-related deployment and anticipated timeline for any such deployment.

Attendance and Participation

Class attendance and participation are an expectation and essential to learning in this course. It is expected that you attend all classes for the entire class; participate in class & Group discussion; demonstrate evidence of having read materials; and if you are unable to participate in person and have permission from the instructor to participate by Zoom that you video remains on throughout class. Points will be deducted for unexcused absences and non-participation.

If you are unable to attend class or will be late to class, please email the instructor in advance.

If you are ill, please inform the instructor BEFORE the class(if possible). DO NOT ATTEND the in-person class. If you feel up to it and the instructor grants permission, you can attend the class via Zoom. Please make arrangements with your instructor regarding an illness.

Drop and Add Dates/Withdrawals

This course adheres to a schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

Per the [University Policy for Student Appeal Procedures on Grades](#), grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the School Director's official designee, which may include the School's Academic Grievance Officer or the Associate Director of the School.

Electronic Review of Written Submissions

To ensure compliance with academic integrity policies, written submissions will be submitted to Turnitin, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor

constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database. Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. However, ignorance is not an excuse for unethical academic conduct. To avoid plagiarism, review this [tutorial on Plagiarism Awareness](#) and this [reference on Avoiding Plagiarism](#).

Generative AI

Generative Artificial Intelligence (GenAI) is a form of artificial intelligence that can create audio, images, text, video, 3D models and other content. GenAI programs are not a replacement for human creativity, originality, and critical thinking. GenAI techniques may result in potential ethical implications. Scholarly work must be the student's own, and not present others' ideas, data, words or other material without adequate citation and not breach [academic integrity](#) and plagiarism standards. Students should be cautious of incorrect or inaccurate information, as well as bias. GenAI is a relatively new technology and there are not clear guidelines established in academia.

During this course, GenAI may be used for in-class labs and course assignments to brainstorm, formulate arguments, or template ideas. Please use the following guidance:

- Use the following footnote on the AI generated sections. Be aware of the second line which states that you have reviewed and edited the content and take ultimate responsibility for the accuracy of the information.
“The author generated this text in part with GPT-3, OpenAI’s large-scale language-generation model. Upon generating draft language, the author reviewed, edited, and revised the language to their own liking and takes ultimate responsibility for the content of this publication.”
- You must cite all the content that is produced by AI. Examples of citing AI language models are available at the [ASU Library \(https://libguides.asu.edu/c.php?g=1311696&p=9700102\)](https://libguides.asu.edu/c.php?g=1311696&p=9700102).

Citation Style

Students are required to use the citation style and format of the American Psychological Association (APA). Review the [APA Referencing and Citation Guide](#) or the [APA Citation Style tutorial](#). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The [Bluebook: A Uniform System of Citation](#)* in all papers.

Copyright

Students must refrain from uploading to any course shell, discussion board, or website used by the instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on grounds of suspected copyright infringement. All course content, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://asu.instructure.com/>

- To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.
- If you do have technical problems, the most efficient way to get help is to call 1-855-ASU-5080 (the ASU

technology helpline) or click on the Help link in Canvas.

- **IMPORTANT NOTE:** Sometimes Canvas does not work well if you are using Internet Explorer as your browser. In order to avoid problems, particularly when you are watching videos or completing assignments, open the internet with a different browser such as Mozilla or Google Chrome. You can download either for free (see links below). <http://www.mozilla.com> or <https://www.google.com/intl/en/chrome/browser/>

Email and Internet

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. **All instructor correspondence will be sent to your ASU email account. Please ensure Canvas notifications are being sent to your email.**

Communication

The best communication with the instructor outside of class time is by email. Emails will generally be responded to within 48 hours, however, emails sent on Fridays may not be responded to until Monday. Correspondence sent over the weekend will be replied to Monday or Tuesday. It is expected that students read through all assignment descriptions at the start of the course and bring up questions sooner rather than later. The instructor strives for a high level of support for all students, while also expecting students to take charge of their learning experience and being attentive to course expectations and requirements.

Email Communication

All correspondence with the instructor should be respectful and professional. Please address the instructor as Dr., Mr., Ms., or Professor. The instructor and students can use an informal and friendly tone when emailing while staying considerate. This course is a partnership between students and educators, and it is the hope students approach it as such. In your email, make sure to include the class number (SWG 681) and the subject of the email. Include the nature of your request and what action you would like the instructor to do in response. Make sure you include your name and email address.

Office Hours

Meeting with the course instructor may be done so through Zoom platform or through a scheduled phone call. Students wishing to schedule a time to meet with the instructor may email the instructor with a list of days and local times available.

Submitting Assignments

All assignments, unless otherwise announced by the instructor, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email or in a face-to-face class. If you use Google Docs or Pages, be sure to export it to a PDF or .docx before you submit to correct formatting issues. Google docs and Pages do not translate their formatting to Canvas, so you must ensure your document is correct before uploading. You only need to use one space after a period.

Technology in the Classroom

Laptops will be used in class activities (if you do not have a laptop, you will be assigned to work with a student who does). Laptops are to be used for class purposes only. They are not to be used when fellow students are presenting or during guest speakers. Inappropriate use of technology, including smart phones will affect your overall participation grade in the class.

Warning of Course Content

During this class, there may be discussion of material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive

discussions of crimes, victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse), or disaster scenarios; and depiction or discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past, you should feel free to excuse yourself from the classroom during a discussion that causes you to experience distress. You will, however, be responsible for any material you miss or, alternatively, for an alternate assignment if you are unable to engage with the material. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material, you are encouraged to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classes because the goals of higher education and social work classes include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. You may become frustrated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.