INDIANA UNIVERSITY SCHOOL OF SOCIAL WORK

S648 ENHANCING TASK ORIENTED SKILLS IN MACRO PRACTICE

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Semester Year: Fall, 2001
Section No: R118
Time: Tues., 9:00 - 11:40 p.m.
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II. COURSE RATIONALE AND DESCRIPTION

In relation to other Macro Practice courses, this is a behavioral roles/skills development course for the macro practitioner, i.e., the "manager-organizer" (Austin and Lowe, 1994). It builds upon these foundation courses of the first year: Social Work Practice I: Theory and Skills; Human Behavior and the Social Environment: Organization, Community and Society; and Social Work Practice II: Organization, Community and Society. It is designed to complement the macro practice technical courses of the concentration year. The course is concerned with the identification and development of interactive, macro practice roles and skills in both task oriented groups and dyads. The roles are those that are key to the functioning of the manager-organizer, i.e., communicating, staffing, leading, deciding, developing, organizing and controlling. The skill activities within the context of these roles are those that enhance group decision making and participation and those that facilitate task-oriented interaction between two persons.

The purpose of the course is to help the students improve their strategic and technical abilities in working in groups (teams, committees, task forces, boards, etc.) and in dyads (one-on-one employer-employee and peer professional interaction). The group interaction will give students the opportunity to identify and build skills in presenting, listening, analyzing, judging, summarizing, consensus building, managing time, enhancing process, enhancing task achievement, etc. The dyad (one-on-one) interaction will help the students experiment with and enhancing skills in rewarding, reprimanding, negotiating, hiring, firing, persuading, etc.

An experiential approach within an inductive context will be the featured but not exclusive mode of teaching/learning about the interactive skills/roles of the manager-organizer. Instructional methods will involve use of case material, simulations and videotaping to present opportunities for direct engagement and feedback on performance.

Where appropriate, ties will be made between experiences in the classroom and the field practicum to enhance learning in both areas. Also, where appropriate, professionals or students who have or are functioning in managerial and organizing roles and have special expertise in

class content will be invited to discuss their experiences and what they have learned with the students.

Since the course emphasizes macro practice interactional skills, the factors of ethics and values, diversity, populations-at-risk, oppression and social and economic justice as they play out in groups and individual interactions in the work place are of substantial significance in this course.

III. COURSE OBJECTIVES

Upon completion of this course, the student should be able to do the following:

1. Identify and evaluate her/his personal areas of strength and areas for development related to involvement in and leadership of task oriented work groups (teams, committees, task forces, boards, etc.)

2. Attempt to utilize those factors that help and avoid those factors that hinder task oriented work groups in achievement of goals.

3. Identify and evaluate her/his personal areas of strength and areas for development related to involvement in task-oriented supervisory work dyads (situations of hiring, firing, praising, reprimanding, etc.)

4. Identify for utilization those factors that help and that hinder task oriented dyads in achievement of goals.

5. Identify for utilization those factors associated with ethics and values, diversity, ethnic minorities of color, women, lesbians and gay men, the physically challenged, populations at risk, and issues of social justice that help or hinder task oriented groups and dyad interaction

In addition, students for the fall, 2001 course are expected to also meet the following objectives:

6. Develop skills in analyzing financial resources and budgets.

7. Identify, develop, and use personal/professional skills such as time management, goal setting and achieving, professional written and oral communication, and planning.

8. Develop skills in strategic planning, organizational development, and mission driven administration.

IV   COURSE OUTLINE

8/28/2001   Introduction to course, overview of topics and syllabus, identification of skills needed by students, integration of this course with other Macro courses.

9/4/2001   General skills for macro practitioners: Time management, organization of space, personal and professional goal setting, general overview .
     Readings: Edwards, R. L.; Austin, D. M.; & Altpeter, M. (1998). Managing effectively in an environment of competing values. Pp. 3-21 in EYA.
     DiPadova, L. N. & Faerman, S. R. (1998). Managing time. Pp 469-491 in EYA.

9/11/2001   Innovative leadership, professional writing skills.
     Readings: Eadie, D. C. (1998). Building the capacity to lead innovation. Pp. 27-44 in EYA.
     Mercer, K.; Kantz, M. K.; & Friedman, P. B. (1998). Writing effectively. Pp. 303-324 in EYA.

9/18/2001   Strategic planning
     Reading: Eadie, D. C. (1998). Planning and managing strategically. Pp. 453-468 in EYA.

9/25/2001   Financial issues – budgeting, fundraising, other resources.
     Readings: Benefield, E. A. S. & Edwards, R. L. (1998). Fundraising. Pp. 59-77 in EYA.
     Green, R. K. (1998). Maximizing the use of performance contracts. Pp. 78-97 in EYA.
     Strachan, J. L. (1998). Understanding nonprofit financial management. Pp. 343-370 in EYA

10/2/2001   General staffing issues – hiring, termination, performance evaluation, staff development and motivation.
     Readings: Pecora, P. J. (1998). Recruiting and selecting effective employees. Pp. 153-184 in EYA.
     Millar, K. I. (1998). Evaluating employee performance. Pp. 219-243 in EYA.
     Rivas, R. F. (1998). Dismissing problem employees. Pp. 262-278 in EYA.

10/9/2001   Using our diversity to enhance our work – part 1

Reading: Blank & Slipp, Chapters 1,2,3,4,5,6

10/16/2001   Using our diversity to enhance our work – part 2
        Readings: Blank & Slipp, Chapters 7,8,9,10,11,12,13, Epilogue
        Chernesky, R. H. (1998). Advancing women in the managerial
        ranks. Pp. 200-218 in EYA.

10/23/2001   Working with teams and task groups
        Readings: Bailey, D. (1998). Designing and sustaining meaningful
        organizational teams. Pp. 185-199 in EYA.
        Tropman, J. E. (1998). Effective group decision making. P. 244-
        261 in EYA.

10/30/2001   Total Quality Management, Continuous Quality Improvement and other
        organizational techniques
        Reading: Hawkins, F. & Gunther, J. (!998) Managing for quality.
        Pp. 523-554 in EYA

11/6/2001   Other internal organizational processes and issues- meetings and crises
        Reading: Edwards, R. L.; Lebold, D. A. & Yankey, J.A. (1998).
        Managing organizational decline. Pp. 279-300 in EYA.

11/13/2001   Working with boards and volunteers
        Reading: Holland, T. P. (1998). Strengthening board performance.
        Pp. 423-452 in EYA.

11/20/2001   Organizational analyses – mission/strategic plan/financial structure
        Presentation of student projects.

11/27/2001   Continuation of presentations

12/4/2001   Putting our best face forward: working with media, funders, stakeholders,
        and other external forces.
        Summary, evaluation.
        Readings: Cohen, T. (1998). Media relationships and marketing.
        Pp. 98-114 in EYA.
        Pelton, E. d. & Baznik, R.E. (1998). Managing public policy
        advocacy and government relations. Pp. 115-150 in EYA.

V. REQUIRED TEXTBOOKS:

Blank, R. & Slipp, S. (1994). <u>Voices of diversity: Real people talk about problems and solutions in a workplace where everyone is not alike.</u> New York: American Management Association.

Edwards, R. L.; Yankey, J. A. & Altpeter, M. A.(Eds.). (1998). <u>Skills for effective management of nonprofit organizations.</u> Washington, DC: NASW Press. (listed as EYA in reading assignments).

VI. COURSE FORMAT AND ASSIGNMENTS

The course will consist of lecture, class discussion, and experiential activities such as role-plays and taping. Students will need to come to class prepared to discuss the readings assigned for each week. Guests may come to speak with the class.

Assignments:

1. Class participation/exercises. As this is a skill building class, students will be graded on their preparation and participation in role-plays, discussions, and group activities. Class participants are expected to maintain a climate of professionalism, mutual respect and consideration. Reading assignments before class is imperative. 20%

2. Individual budgeting assignment. This is a two-part assignment. Part one is described in this paragraph. Part two will be given to students on October 30 and will be due November 13. Parts one and two are collectively worth 20%

    - Part one. Design a $500,000 budget for a community center that employs a staff of 15 employees. Use the text, library references and interviews as sources. At least one interview should be held with financial staff at your practicum site or another agency. Due October 30.
    - Part two. Due November 13.

3. Time management/mission assignment. Students are expected to find and implement a time management system for the duration of the semester. Using resources such as class readings, books listed in the bibliography, and other books and articles on time management, select a time management system you think will work for you. Include a system for life planning/personal mission statement. Create a notebook or calendar for this purpose. Implement the time management system this semester for your class and practicum work. Students are expected to research time management and participate in this assignment even if they already have a system. 20%

    - Come to class September 11 prepared to discuss your choice, including your rationale for choosing that system.

- Create a journal, writing weekly, assessing how the system is working for you and changes you plan to make in your system. Turn in your journal for a preliminary review October 16.

- Periodic class discussion will be held pertaining to issues in finding and implementing the system.

- Turn in a copy of your journal on December 4, including a description and assessment of the particular system you used.

4. Financial management/strategic planning/mission statement assignment. Singly or in small groups, choose a non-profit organization with a mission statement. Using copies of the mission statement, budget, and other vision/planning material, conduct an analysis of the organization. Identify the organizational priorities found in each document, as well as from your observations. 40%

- Write a report describing and discussing the mission statement and organizational priorities. Identify stakeholders for the organization. Which stakeholders were involved in determining the mission statement? What was the process for creating the mission statement? How is the mission statement disseminated to stakeholders? How does the structure parallel the organizational priorities? Include your impressions and preliminary recommendations. Report is due October 23.

- Produce a paper and a class presentation discussing the congruence of the fiscal and mission aspects of the organization. Analyze the budget. Do the priorities of the mission statement seem to drive the financial management of the organization? Do funding sources impact the mission? How? What changes might you recommend to bring the organization more into congruence with its mission? Presentations will be November 20 and 27. The papers are due December 4.

- Use outside resources for this project such as are listed in the bibliography.

- These projects may include discussion of sensitive information. Class participants are expected to follow rules of confidentiality and not disclose information about particular organizations outside the class context.

VII.   EVALUATION AND GRADING

Grading will be based on four assignments:

1. Participation – 20%
2. Budgeting - 20%

3.   Time management – 20%
4.   Analysis of organization – 40%

Grading is based on the following scale:

100	A+	84-88	B	73 and below – Failure	
94-99	A	81-83	B-		
91-93	A-	78-80	C+		
89-90	B+	74-77	C		

During class sessions, the students and the instructors will evaluate that which is working well and that which should be improved. Modifications of the course, if required, will occur as the course is in progress. Students are encouraged to make suggestions to the instructors on an ongoing basis.

At the end of the course the students will have the opportunity to evaluate the content, processes, and outcomes of the learning effort.

VIII   COURSE POLICIES.

This course will be conducted in a collegial fashion, working toward a climate of mutual respect and regard. As participation in class activities comprises a large percentage of the grade, attendance is expected, as is preparation. Students anticipating the need to miss a class should discuss potential makeup activities with one of the instructors.

As is true throughout the University, plagiarism is unacceptable and will result in failure of the class.

Students are expected to use the APA fourth or fifth edition style manual in their organizational assessment assignment and any other professional writing assignments. Class discussion pertaining to particular organizations is confidential.

Cell phones and beepers are to be turned off or set to vibrate during class.

Please feel free to make contact with the instructors by email, telephone, or in person.

IX.   Bibliography

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