

**MSW Leadership Concentration: Mission and Goals**  
**Indiana University School of Social Work**  
**Adopted by the Leadership Faculty, November 1, 2010**

**Mission:**

IUSSW's Leadership Concentration prepares graduates to leverage organizational practices, social structures, and social policies to bring about social and economic justice in a changing global community.

**Goals:**

- Prepare all MSW graduates regardless of concentration to provide basic administrative and managerial services.
- Enable Leadership Concentration graduates to assume administrative and managerial roles in social work practice.
- Enable Leadership concentration graduates to engage in transformative practice in communities, organizations, and policy arenas.
- Use research and best practices to support excellence in leadership.

## **S516 SWK Practice: Organizations, Communities & Societies<sup>1</sup>** **(3 Credit Hours)**

### **Course Description and Place in the Curriculum**

This course provides students with knowledge, values and cognitive skills focused on social work practice at organizational, community and societal levels. Social work interventions at these levels include involvement of relevant stakeholders in the development and/or modifications of organizational, community and societal policies, programs and practices.

In the context of the Foundation curriculum and in relation to the other Social Work Practice II courses, this course is concerned with helping organizational, community and societal units to: (1) empower themselves; (2) understand dynamics and consequences of human oppression and discrimination; (3) become knowledgeable in networking skills; (4) participate in the political process; (5) advocate for social and economic justice; (6) utilize and/or develop necessary resources for action; (7) examine strategies and techniques in working with large systems' practices, policy development, program organization, and administration tasks. This course will focus on ways to make social units and institutions more humane and responsive to human needs.

In this course, students are required to demonstrate respect for and acceptance of the unique characteristics of diverse populations. In social work practice, students will be prepared to complete differential assessment and intervention skills that will serve diverse populations, which include, but are not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. Practice content will include strategies of intervention for achieving social, political, and economic justice for and combating the causes and effects of institutionalized forms of oppression. The content of this course includes material on people of color, women, and gay men and lesbians. Content includes a variety of philosophical frameworks and models of administration and organization, with an emphasis on practical skill building. The presentation and analysis of materials in this course will be a shared responsibility of all participants in the class. Where there will be lectures, videotapes, small group discussion, small task group assignments, written assignments and/or student presentations, the classroom-as-organization model will be the primary method of classroom instruction.

### **Course Objectives and Competencies**

In this course, students are expected to demonstrate achievement of the following objectives:

1. Identify the dynamic interactions among individuals and between people and their environments. (2.1.7; 2.1.9)<sup>2</sup>
2. Demonstrate practice skills applied for intervention at the organization, community, and societal levels. (2.1.3; 2.1.10)
3. Foster work toward the empowerment of oppressed groups and eradication of oppressive situations and practices with organizations, communities, and society. (2.1.4; 2.1.5)
4. Analyze social work values and value dilemmas as they relate to interventions at the organizational, community, and societal levels. (2.1.2; 2.1.3)
5. Analyze accountability issues that organizations have to constituencies. (2.1.2; 2.1.6; 2.1.9)
6. Apply technological assets in support of community and organizational practice. (2.1.9; 2.1.10)

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<sup>1</sup>While this course is not in the Leadership Concentration we have taken the liberty to include it here because it represents the intermediate macro-practice course and we are highly dependent on it.

<sup>2</sup> Applicable EPAS Educational Policy.

**S661: Executive Leadership Practice**  
**(3 Credit Hours)**

**Course Description and Place in the Curriculum**

This course addresses administrative, management, leadership, and supervisory skills necessary for leadership practice. Included are staff hiring, supervision, evaluation, and termination; working with boards and volunteers, leadership styles, strategic planning, and current best practices in administration.

Each week, students will engage in a variety of Executive Leadership Practice learning processes, contribute to activities, and develop products designed to demonstrate course competencies. These increasingly complex levels of cognitive development include: remembering; understanding; applying; analyzing; evaluating; and, creating. In addition to the cognitive (knowledge based) domain, our discovery processes also encompass the affective (attitudinal based) domain and psychomotor (skills based) domain. (See Anderson & Krathwohl's (2001) revision of Bloom's Taxonomy of educational objectives, as cited by Mary Forehand (2005) Bloom's taxonomy: Original and revised. In M. Orey (Ed.). Emerging perspectives on learning, teaching, and technology. Retrieved January 9, 2010, from

[http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s\\_Taxonomy](http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s_Taxonomy)

Learners will engage in: identifying core concepts from the readings; constructing meaning by interpreting trigger questions; implementing procedures in skill building exercises; analyzing organizational dynamics; critiquing leadership case studies based on criteria and standards; and, generating new products grounded in transformational leadership principles. Each individual should be prepared to fulfill leadership roles in simulations, role plays, demonstrations, and critical issue discussions related to the weekly topics, readings, and assignments.

Learners will need to identify an agency, preferably the practicum organization, as the focal system for their assignments. If not in practicum, a current human services employment or a current volunteer social service agency may be used, pending approval. Learners will need to access selectively agency documents and resource persons for their activities and assignments.

To promote critical thinking, each topic, activity, and assignment infuses social work professional values and ethics, challenges, and strategies to promote accountability. Similarly, we will move beyond a general discussion of diversity issues to create specific opportunities to strengthen our cultural competence as mission-driven, consumer-centered social work leaders. Each topic, activity, and assignment promotes critical thinking and opportunities to synthesize culturally competent knowledge, skills, and attitudes in Executive Leadership Practice. Our examination of leadership theoretical and practice models will incorporate selected exemplars on Sexual Orientation, Age, Mental and Physical Abilities, Gender, Ethnicity, Class, Culture, Spiritual/Religious Beliefs, Language, Region, and other key dimensions of diversity.

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this seminar, students are expected to demonstrate at least beginning level competencies in the following:

## Course Objectives and Competencies

1. Integrate skills for professional growth, development and self care with regard to administrative supervision. (2.1.1)<sup>1</sup>
2. Apply skills in organizational development and planning within the context of a mission driven administration. (2.1.7)
3. Analyze financial resources and the use of budgets in the context of organizational settings. (2.1.5;2.1.8;2.1.9)
4. Apply the principles of Equal Employment Opportunity Commission (EEOC) regulations, Affirmative Action (AA), the American Disabilities Act (ADA), sexual harassment laws and other human rights legislation and policies. (2.1.4; 2.1.5)
5. Incorporate Human Resources principles into the process of hiring, appraisal, supervision, evaluation and termination with the protection they provide and their limitations. (2.1.4)
6. Identify and analyze current best practices in administration and management from organizational, systemic, and global perspectives. (2.1.6)
7. Examine theories and research regarding administrative, leadership and management. (2.1.3;2.1.6)
8. Understand the impact of administration styles on organization culture and environment. (2.1.7)
9. Apply intervention and prevention practice skills related to: conflict management, negotiations, crisis management and risk management. (2.1.10)
10. Analyze the dynamics of power and influence in organizations and develop skills to empower themselves, team members, and constituents. (2.1.1)
11. Appraise organizational policies and practices in relationship to employee performance, retention, morale, and commitment to diverse populations, including Sexual Orientation, Age, Mental and Physical Abilities, Gender, Ethnicity, Class, Culture, Spiritual/Religious Beliefs, Language and other key dimensions of diversity. (2.1.4)
12. Analyze best practices in the development of technology in organizational settings that are congruent with the NASW *Code of Ethics* and other relevant documents. (2.1.2;2.1.6)
13. Examine and evaluate culture and diversity from a leadership perspective with an emphasis on cross-cultural differences in leadership. (2.1.4)

## **S662 Fiscal Management, Marketing, and Resource Development<sup>3</sup>** **(3 Credit Hours)**

### **COURSE RATIONALE AND DESCRIPTION**

This course focuses on knowledge and skills essential for developing core skills in fiscal management (which will include issues of budgeting, understanding balance sheets, audits, and theories of accounting) and resource development (including fund raising, grant writing and personnel policies) for social work leaders.

### **OBJECTIVES-COMPETENCIES**

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this seminar, learners are expected to demonstrate the ability to:

1. Demonstrate and recognize basic principles and theories of accounting (including cash vs. accrual accounting; assets & liabilities management, balance sheet structure and function, depreciation, auditing, etc.) in social service agencies. (2.1.1; 2.1.2;2.1.3)
2. Formulate and construct a comprehensive budget composed of multiple funding sources and multiple programs and demonstrate the ability to manage budget cuts as well as program expansion ensuring continuity of mission. (2.1.3; 2.1.5; 2.1.6)
3. Design a comprehensive resource development plan for supporting comprehensive budget. (2.1.3; 2.1.8; 2.1.9; 2.1.10a, b,d)
4. Analyze and apply the duties of executive directors, boards, and others as it relates to the fiscal aspects of agency management in an equitable and efficient manner. (2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.1.5; 2.1.6 )
5. Analyze and evaluate fiscal data in accordance with the values and ethics of social service practice. (2.1.10d)
6. Acquire and access the necessary technological skills to effectively and efficiently manage social service delivery.(2.1.6)

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<sup>3</sup> We are proposing eliminating the marketing component from this course as the curriculum for this course is too crowded to adequately cover it.

## **S663 Leveraging Organizational, Community and Political Systems (3 Credit Hours)**

### **Course Description and Place in the Curriculum**

This course focuses on knowledge and skills essential for understanding, analyzing, and application in organizations, communities and political arenas. Such knowledge and skills include, but are not limited to: organizational theories, structures, and processes; examination and application of rural, urban and virtual community models, themes and practices; and, understand and involvement in political, social action and social change interventions and empowerment practices.

This course is part of the advanced Leadership Concentration and ideally taken in the last semester of coursework. It builds upon the S516 SWK Practice: Organizations, Communities & Societies course.

### **Course Objectives and Competencies**

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this seminar, learners are expected to demonstrate the ability to:

1. Apply theories, strategies and techniques from the immersion, foundation and intermediate curricula to community practice (2.1.3)
2. Choose appropriate interventions for urban, rural, identity and/or virtual communities. (2.1.3) (2.1.7) (2.1.9)
3. Critically analyze the dynamics and consequences of social and economic injustice including the patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression for age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation and the political, social, cultural, and economic factors. (2.1.4) (2.1.5) (2.1.9)
4. Choose community, organizational and political frameworks for identifying and acting upon the underlying causes of human degradation, powerlessness, and social inequality. (2.1.3) (2.1.4) (2.1.5)
5. Demonstrate cultural competence for work with groups that have been traditionally marginalized on the basis of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (2.1.4) (2.1.5) (2.1.9)
6. Use advanced skills from various models for planning, implementing and organizing political action interventions. (2.1.8)
7. Demonstrate interpersonal and technical skills necessary for effective community building and organizing. (2.1.6) (2.1.10)
8. Intervene and advocate within the boundaries of ethical practice consistent with the values of the social work profession. (2.1.1) (2.1.2)
9. Recognize how local practice and intervention issues are a part of global contexts. (2.1.3) (2.1.9)

**S664 Designing Transformative Programs**  
**(3 Credit Hours)**

**COURSE DESCRIPTION AND PLACE IN THE CURRICULUM**

This course focuses on knowledge and skills essential for understanding, applying, and analyzing alternative, transformational models of program, organizational, and community planning. It is designed to enable students to achieve advanced mastery of the models, skills, and techniques of program planning. There is particular emphasis on inclusive, collaborative planning models that foster empowerment of diverse stakeholders in the planning processes.

The course transcends a focus on the basic technology of program development. It is centered upon applying, analyzing, and evaluating the technology of designing transformational planning as a powerful vehicle for organizational, community, and social change. The methods, roles, functions, and values associated with this course emphasize models, themes, and practices that promote cultural competency, advocacy, ethics, and social justice. The students will master knowledge and skills including, but not limited to: creating a social work program grounded in evidence based practices; applying advanced proposal writing skills; identifying funding and other resources; and, analyzing philanthropic trends.

This course is part of the advanced Leadership Concentration and ideally taken in the last semester of coursework. A prerequisite is the S661 SWK Practice: Executive Leadership Practice course.

**COURSE OBJECTIVES AND COMPETENCIES**

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this seminar, learners are expected to demonstrate the ability to:

1. Comprehend and master cultural competence skills throughout the program design, proposal writing, and grant review process in response to continuous societal change and political cycles. EP2.1.4, EP2.1.5
2. Critically examine the implications of the NASW Code of Ethics for planning; consistently integrate core ethical principles into the program design; and, resolution of ethical and values dilemmas. EP2.1.2
3. Identify factors which impact organizational, community, and social change by examining the systems' life cycle, internal and external environmental factors, demographic, community, government, philanthropic, social, economic, policy, political, and other processes. EP2.1.7, EP2.1.9
4. Summarize contemporary trends in program, organizational, and community

planning models and frameworks. Critically analyze the utility of these models and frameworks in relationship to specific planning opportunities. EP2.1.8

5. Integrate a range of contemporary planning theories and frameworks, such as innovation planning, strategic organizational planning, and participatory planning, to design transformational projects, programs, organizations, and community initiatives. EP2.1.10(a); EP2.1.10(b); EP2.1.10(c); EP2.1.10(d)

6. Apply perspectives of diverse consumers, community advocates, professionals, volunteers, leadership, policy makers, funders, and other stakeholders to enhance collaborative partnerships in the planning processes. EP2.1.4

7. Critically analyze the impact of planning opportunities and demonstrate skill in promoting social and economic justice by planning with oppressed populations. These populations include people of color, women, lesbian women and gay men, and other populations at risk, as well as those groups distinguished by age, ethnicity, culture, class, religion, region, and physical or mental ability. EP2.1.4

8. Synthesize the analytical, research, advocacy, technology, and fiscal management skills to design, implement, and evaluate transformational programs at various system levels. EP2.16

9. Apply strategic marketing skills to develop relationships; attain organizational, community, political, governmental, or financial approvals; and maximize private and public investment in the program. EP2.1.1; EP2.1.3