

INDIANA UNIVERSITY
SCHOOL OF SOCIAL WORK

S600 The Executive Academy
(3 credits)

Macro Elective and Continuing Education Course

INSTRUCTOR

Instructor's Name: Dr. Theresa L. Roberts, ACSW, LCSW; Associate Professor

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Semester Year: Summer II

Section No.: R063

Dates: June 28 - August 9, 1999

Room: SL 150

Office Hours: Monday - Friday 12:00-1:00 p.m during seminar week; by appointment throughout Summer II.

COURSE RATIONALE & DESCRIPTION

The Executive Academy is a one week intensive course program designed to increase the skill levels of advanced year graduate social work students and those who have recently assumed managerial positions in the human services, but have had little or no management training. It also provides an opportunity for persons in mid level leadership roles to revitalize their skills and update their knowledge of contemporary strategies for MACRO practice. The Executive Academy will provide participants a greater understanding of the complex role of manager, with specific attention given to human services and the leadership skills needed in the daily operations of a diverse organization. The course encompasses professionals sharing their perspectives, skills, and solutions for personal development, team building, and organizational transformation. Participants will leave the Executive Academy with knowledge that can be immediately applied to work settings. The Academy also provides opportunities for professional networking that can develop as support and consultation in the years to come.

Individual sessions of the Executive Academy are available to human service managers as continuing education seminars, while the full week course is offered as an intensive continuing education program. Participants successfully completing the full week intensive course and the requisite assignments will receive an achievement certificate and continuing education credits. Participants completing individual sessions will receive a certificate of attendance and continuing education credits. Graduate students successfully completing the full course and required assignments will earn 3 credit hours, a letter grade, and an achievement certificate.

This course provides students with the strategies, principles, and techniques to enhance their leadership skills in response to emerging challenges and opportunities for practice within contemporary human services organizations. The seminar largely builds upon the contemporary, alternative paradigms of management, administration, supervision, and organizational transformation. The participants will be empowered to successfully integrate critical skills and practical tools for values-driven, mission-based leadership in response to workplace issues and opportunities. The development of culturally competent MACRO practice skills and responsiveness to the sociopolitical context of human services are essential to this integration. Specifically, participants will develop the knowledge, skills, and values to fulfill leadership and advocacy roles which build upon the strengths of under represented and oppressed populations. These groups include those distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, national origin, and region.

OBJECTIVES

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

- 1. To formulate a personal career plan centered around self assessment, personal management and development, and wellness principles.**
- 2. To understand, and manifest cognitive skills of, the analysis and problem solving process as applied to workforce development and organization transformation principles.**
- 3. To be committed to work toward the empowerment of oppressed groups and eradication of oppressive situations and practices through leadership and advocacy with organizations, communities, and society.**
- 4. To understand and apply basic financial management concepts for planning, budgeting, resources decision-making.**
- 5. To demonstrate human resource management skills to promote the development, enrichment, and accountability to a diverse workforce.**
- 6. To analyze social work values and value dilemmas as they relate to interventions at the organizational, community, and societal.**
- 7. To develop sound strategies for the analysis and resolution of workplace conflict and crisis.**
- 8. To demonstrate understanding of marketing forces and application of fundamental principles of marketing human services.**

9. To understand the legal and ethical issues of leadership and demonstrate the ability to develop ethically sound strategies for accountability.

CONTENT OUTLINE

EXECUTIVE ACADEMY SCHEDULE

June 28, 1999 1:00 - 4:30 p.m. Monday ES 4130
Orientation and distribution of reading lists and assignments for participants enrolled for credit and intensive full week continuing education. Critical analysis of leadership paradigms. Experiential exercises to promote critical analysis of leadership paradigms. Reflection on personal career paths, strengths, and leadership development opportunities.

July 12-16, 1999 9:00 a.m - 4:30 p.m. Monday - Friday SL 150

Seminar Format

Morning sessions - Seminars will be led by a team of community experts selected for their ability to present a specific content module related to management issues. Each expert will develop specific learner objectives, topics, and activities for his or her respective module. During the morning sessions, a community expert will instruct. An assigned team of students will provide leadership during dialogue periods to promote critical thinking and integration of readings.

Afternoon Sessions- The Executive Academy Senior Faculty will integrate theoretical content and facilitate skill building and application exercises by participants. To ensure consistency and congruence with overall course objectives, the Senior Faculty will coordinate experiential learning activities and evaluate student assignments. Theoretical presentations will be reinforced through experiential activities, group demonstrations, videotapes, and case studies designed to promote immediate application at the work site.

July 12, 1999 - Monday “Legal, Ethical, And Culturally Competent Management”

Dr. Jacquelyn F. Green, MSW
Diversity Consultant, Leadership, Program & Board Development & Evaluation
Green Enterprizes
Indianapolis, IN

July 13, 1999 - Tuesday “Employee Assistance and Crisis Management”

**Ms. Cynthia Bryant Desadier, MSW
Transitions Counseling, Inc
Indianapolis, IN**

July 14, 1999 - Wednesday “Human Resource Management Through Organizational Leadership and Development - Executive Wellness”

**Ms. Alice Oliver, MSW
Director of Human Resources at Eli Lilly & Co.**

July 15, 1999 - Thursday “Human Resource Management Through Staff Development Across the Continuum: Strategies for effective search and screen, interviewing, orientation, employee appraisal, and career coaching”

**Ms. Mary Shirley, MSW, LCSW, MBA
Business and Personal Consultant/Psychotherapist/Owner
Cicero Counseling & Wellness Center
Cicero, IN**

July 16, 1999 - Friday “Strategically Planning for Financial Management and Marketing”

**Ms. Pam Clark, MSW
Executive Director
Foundation for Youth/Boys and Girls Club of Columbus
Columbus, IN**

**August 9, 1999 - Monday 1:00 - 4:30 p.m. Student Roundtable on Leadership.
Course summary and evaluation; submission of integrative paper on personal leadership development/career vision.**

REQUIRED & RECOMMENDED TEXTBOOKS

There is no required text for the course. The following readings are required.

**** Full text is available via IUPUI Library’s Expanded Academic ASAP Infotrack**

June 28, 1999 and August 9, 1999 PRIMARY RESOURCES CITED:

Kaagan, S.S. (1999). Experiential learning for organizational development. Thousand Oaks, CA: Sage Publications.

Lee, C. (1998). The adult learner: Neglected no more. Training, 35(3), 47-52.

Pascarella, P. (1998). Linking self-expression with value creation. Management Review, 87(7), p.58.

Russo, J. R. (1993). Serving and surviving as a human service worker. Prospect Heights, IL: Waveland Press.
Highlight Chapter 3 - The Organization - Some Administrative Types (p. 39-43).

Weinbach, R.W. (1998). The social worker as manager: A practical guide to success. Boston, MA: Allyn and Bacon.

Williams, L.E. (1998). Servants of the people: The 1960s legacy of African American leadership. New York: St. Martin's Griffin.
Highlight Chapter 2 - Leadership Defined (p.23-28).

REQUIRED READINGS:

(Note that these citations only identify the beginning page of each article.)

July 12, 1999

**Gardenswartz, L., & Rowe, A. (1998). Why diversity matters. HR Focus, 75(7), S.1.

**Swisher, K. (1996, July-August). Coming out in corporate America. Working Woman, 21(7-8), p.50.

July 13, 1999

**Hopkins, K.M. (1997). Supervisor intervention with troubled workers: A social identity perspective. Human Relations, 50(10), p.1215.

July 14, 1999

**Fulmer, R.M., & Wagner, S. (1999). Leadership: Lessons from the best. Training & Development, 53(3), p.28.

July 15, 1999

**Quinn, S. (1998). Putting the human back into human resources. Public Management, 80(9), p.23.

July 16, 1999

****Stubbs, R.A. (1998). A recipe for non-profit success: Managing the linkages and key elements of successful organizations. Fund Raising Management,28(11), p.17.**

ASSIGNMENTS

Major assignments include the following individual grades:

35 points - Seminar Participation in leadership development, skill building activities, and demonstrations during each seminar. The student roundtable on leadership will provide an opportunity for individual student reflection on professional challenges and practical strategies for transformational leadership as a social worker.

10 points - Dialogue Teams providing leadership in discussion with community experts and critical analysis of readings. Every student is expected to actively participate in each seminar. The members of the Dialogue Team have a special responsibility to promote discussion of issues during their assigned seminar.

55 points - Integrative Analysis Paper due August 9, 1999 - Personal Leadership Development/Career Vision. This integrative, reflective paper includes:

1. Your updated resume in any format (chronological, functional, etc.) of your choice which highlights your assets and leadership capabilities. Consultation may be obtained from the IUPUI Career Center, BS 2010, 247-2554, E-Mail: CAREER@IUPUI.EDU

2. A personal mission statement, reflective discussion of your career vision, self assessment, and strategic plan to attain that vision. It should also integrate content from the seminars, activities, community experts, and readings to your vision, self assessment, and personal goal setting, using the APA format. You may incorporate additional resources or interviews at your discretion.

This discussion of your developmental path should specifically address the extent to which your skills, knowledge, and values have been enhanced in relationship to the course objectives and experiential learning activities. Congruent with course objectives, your paper should integrate the principles of cultural competency and values-driven leadership as central themes. Demonstrate your ability to integrate the progressive management approaches we explored during the course.

EVALUATION AND GRADING: COURSE POLICIES

The NASW Code of Ethics will guide creation of a learning environment characterized by trust and respect for diversity. The unique life and practice experiences each individual

brings to the classroom will be valued. This course incorporates both didactic and experiential learning. It is expected that each student will maximize attendance and participation in this course since these techniques integrate a high degree of student involvement. It is essential assigned readings, exercises, and papers be completed prior to class. Students are expected and encourage to integrate knowledge from practice, other courses, the field, and the literature. Students are nor permitted to use exactly the same paper for two classes. The APA method must be used to document direct quotes and paraphrases from the work of, as well as materials cited from work the student has submitted elsewhere. In keeping with the Indiana University Student Code of Ethics and General Principles and Policy on plagiarism, “any ideas or materials taken from another source for either written or oral use must be fully acknowledge” (Academic Handbook, 1988). Evidence of cheating, plagiarism, and student misconduct will be addressed in accordance with these policies. In fairness to students who complete their work on time, a minimum of ten percent of the total points possible will be deducted for each day for materials turned in after the assigned deadlines. In cases of dire emergency, an exception may be negotiated with the instructor. Points earned throughout the course will be translated into a final letter grade according to the following scale:

98%	A+	88%	B+	78%	C+	68%	D+	58%	F
95%	A	85%	B	75%	C	65%	D		
92%	A-	82%	B-	72%	C-	62%	D-		

Students are encouraged to contact the instructor to discuss concerns regarding their educational needs, assignments, and class procedures. Please consult with me immediately regarding any adaptive learning needs. You may request an appointment whenever you wish to have an extended discussion. Please leave a written, voicemail, or E-mail message if I am not available.