I. COURSE DESCRIPTION

Google Dictionary defines ad·min·is·tra·tion (ədˌminəˈstrāʃ(ə)n/) as:
1. the process or activity of running a business, organization, etc. *e.g.* "the day-to-day administration of the company"
   *synonyms*: management, direction, control, command, charge, conduct, operation, running, leadership, government, governing, superintendence, supervision, regulation, overseeing; front office, back office

But also:
2. the officials in the executive branch of government under a particular chief executive. *e.g.* "the Kennedy administration sought to use the conference to repair US prestige"
3. the action of dispensing, giving, or applying something. *e.g.* "the oral administration of the antibiotic"
   *synonyms*: provision, issuing, issuance, application, dispensing, dispensation, distribution, disbursement

While the former definition must influence our approach to the course material, when administration is studied within the context of social work, it behooves the learner to consider the import of the other definitions as well.

Questions:
   a. What does an administrator (definition 3) in a not-for-profit or government setting dispense, give, provide?
   b. How does an administration (definition 2) develop to become... an administration?
   c. How might our answers differ from administration in a corporate setting?
   d. Does the administration or management of a corporation or an organization influence the type, quality, and effectiveness of the services it delivers?

II. COURSE OVERVIEW

A. This course is designed for the advanced practitioner who occupies or intends to occupy senior level leadership and management positions.
B. The intent is to provide doctoral-level practitioners with knowledge about and skills in effective leadership and management practices for the not-for-profit sector.
C. Students will learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities, including communication skills, supervision, and more.
D. This course is oriented to the practical aspects of management within human service organizations. How administrators, managers, leaders practice, what they do, the resources they have available, the technologies they use, the barriers they face in providing quality services, are all influenced by the organizational setting.

E. The main course themes stem from emotional intelligence paradigms of awareness and management regarding the self and social settings.

F. Other topics include: governance, decision-making, strategy, planning, crisis management and resolving conflict, organizational change, ethics and leadership, within the context of current trends in the economy and the nonprofit sector specifically.

III. EDUCATIONAL, KNOWLEDGE and SKILL OBJECTIVES

1. Knowledge and awareness of self, strengths and areas for development, as well as the management thereof.
2. Knowledge and awareness of social settings the environmental context of nonprofit administration and the issues facing human service organizations.
3. To become familiar with a range of strategies and basic management functions to achieve organizational mission, vision, goals and outcomes.
4. To acquire knowledge and skills for leading and positively impacting upon organizational climate, operations, and outcomes.
5. To understand the ethical issues involved in human services management.
6. To gain skill in analyzing organizational environments, structures, processes, service delivery mechanisms, goals, and objectives.
7. To develop how-to skill in concrete areas of practice: strategy, planning, supervision, people management, governance, conflict resolution, decision making, collaboration, networking and navigating bureaucratic systems and inter-organizational relationships.

IV. COURSE REQUIREMENTS

A. Texts and Readings:
NOTE- All Harvard Business Review articles can be accessed through the YU Library.

A. Texts and Readings:

Anchor Texts (both available for free in PDF format online)


Accompanying texts


Plato’s Dialogues, “Crito”


B. Assignments

Written assignments are outlined within Section V, COURSE TOPICS, below. They are designed to enable students to examine real life issues in management practice. Assignments are intended to be case and problem-based explorations enabling the analysis of practice via the literature. It is expected that assigned readings will be reflected in all written assignments. APA style 6th edition is required.

C. Class Participation:

This course will be taught in class on the premise that students are active learners and highly motivated participants in their educational process. The Socratic method will be used and students are expected to answer questions, raise issues, and converse knowledgably about the material. Students are expected to read assigned literature and submit written work on time. Students are encouraged to be in touch directly with the professor via e mail to review any questions. Punctual attendance in all classes and active informed participation in class discussions is expected.

D. Grading Policy:

Grades will be based on the University grading system. Students will be evaluated on the basis of: Papers 60%; Participation in class 40%.
E. Course and Instructor Evaluation:

Students will be given the opportunity to evaluate the course. At the end of the semester, students will be given a course/instructor evaluation questionnaire. Evaluation, however, is an ongoing process and students are encouraged to provide feedback throughout the semester.

F. Students with Disabilities

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, (646) 592-4132, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, (646)592-4280, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

G. Plagiarism

Students should remember that the program will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else’s work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another’s work without citation; when a student paraphrases major aspects of another’s work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else’s work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and will be referred to the Director of the Doctoral Program for disciplinary action which may include dismissal from the program.

H. E-Reserves

What is eReserve?
eReserve (Electronic Reserve) is Yeshiva University’s on-line web based system used to provide access to journal articles, book excerpts, and other course materials. Most articles listed in each syllabus are available on eReserve. You can access full text articles from your home or from a university computer.
How do I use eReserve?
1. Go to the library’s online resources page: http://www.yu.edu/libraries/
2. Click on online resources.
3. Click on eReserves
4. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password (obtain this from the library).
5. In the ‘search for Courses’ box, type in the name of your course.
6. Click on the link to your course.
7. Enter the password given to you by your instructor (ALL UPPERCASE).
8. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
9. When the article text or book record appears on the screen, you can print, email, or save it to disk.
10. If you have any problems, please contact eres@yu.edu.

I. Health Insurance Portability and Accountability Act (HIPAA)

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, gender is directly related to the case presentation it can be included if it will not allow for identification.

J. Instructor Contact Information

Instructor: Josh Joseph, EdD
Office Number: 1203 Belfer Hall
Email Address: jjoseph@yu.edu
Office Hours: meetings available on request

V. COURSE TOPICS AND READINGS

Topic Themes and Table of Organization

1. Paradigms of Management: Who do we manage?
   a. Putting the Self in Management
   b. Managing People
      i. Communication = Listening
      ii. Building Teams & Team Building
2. Reframing Organizations
   a. Leadership and Organizational Change
   b. Governance & Decision Making
   c. Mission, Vision, Values & Strategy
   d. Planning: Strategic vs. Operational
3. Managing Situations
   a. Project Management
   b. Crisis Management
I. Introductory Class: Who Do We Manage and Why Dilbert Rocks

- Review of the syllabus
- An introduction to ourselves, each other and the basic ideas of leadership, management, and administration. And, of course, to the genius of Scott Adams’ Dilbert.

Readings:
Davidson, WSJ article
Whetten & Cameron, Introduction
Bolman & Deal, Introduction
Optional: Goleman, “What Makes a Leader” article

Post-Class Assignment:
Write down 10-12 personal strengths and 5-6 areas you would like to improve upon. What do you base your self-assessment on?

II. Approaches to Understanding Self: Putting the Self Back into Management

Readings:
- Developing Management Skills, chapter 1: developing self awareness
- Primal Leadership, Goleman. Preface - p. 52
- The Element, Robinson. Introduction – p. 51
- If Aristotle Ran GM, Morris. Preface – p.21 (or if you love it – the whole book!)
- Good to Great, Collins. Chapter 5, “The Hedgehog Concept.”

Post-Class Assignment:
Interview 5 people and ask them to describe YOU. Take your findings of what others think about you, and compare them to what YOU think about YOU (get this from the results from the study you did in week 1)

III. A Case Study on Self-Awareness

Readings:
- Goleman, 53-88
- HBR Case study: Tim Keller (to be handed out in class Week 2)

Post-Class Assignment:
“Who Am I?” 5-7 pp. double-spaced, essay-style, due at the beginning of next class

IV. Self-Management: Introducing SKiN

Readings:
- Whetten & Cameron, chapters 2 & 3
- Goleman, 91-138 (extra credit if you read through 168)
- Kegan & Lahey, p.1-88
- Sandberg, Lean In
- Optional (but fun): Robinson, 52-102

Post-Class Assignment:
Complete 2 SKiN charts: one as your Real Self and one as your Ideal Self. Choose 3 skills or talents and describe how you use them in your everyday life and how you would like to use them in the future. Anticipate what the obstacles might and how you will face them. [For the courageous: add it to your Who Am I paper…]

V. Social Awareness in Poker and in Practice because People = Politics: an Intro to Relationship Management

Readings:
- Collins, Good to Great and the Social Sectors (easier to understand the more you’ve read the original…)
- Grant, *Give & Take*, 1-60
- Whetten & Cameron, chapter 5 & 6

Post-Class Assignment:
In 2-3 pages describe a “place you know” through SWOT analysis.

VI. Reframing Organizations

Readings:
- Bolman & Deal, pp. 23-302
- Collins, Good to Great

Post-Class Assignment:
Apply the four frames to last week’s assignment; analyze in 2-3 pages.

VII. Communication = Listening, Managing Conflict and Motivating

Readings:
- Whetten & Cameron, chapter 4 & 7
- Kegan & Lahey, 89-136
- Grant, 126-185
- Optional (but awesome): Chapman, *The Five Love Languages*, p. 37-117 (but you’re going to want to read the whole book 😎)

VIII. Leadership and Organizational Change

Readings:
- Whetten & Cameron, chapter 10
OR if you want to have some fun... Kotter, J.P. (2005) Our Iceberg is Melting: Changing and Succeeding Under Any Conditions. Macmillan


IX. Building Teams & Team Building
Readings:
- Whetten & Cameron, chapters 8 & 9
- Goleman, 171-190
- Grant, 61-93
- Optional: Robinson, 103- 131

Post-Class Assignment:
This will be a group project. Each group of students will build a new organization, whose purpose is TBD in class. The group will use PowerPoint or the like to present no more than 5 slides describing New Org. Each team member should also submit a 1-2 page assessment of the group project experience – including but not limited to perceptions about how leaders on the team emerged - who took leadership, etc. and the roles of other group members and how these evolved, how they worked with the group, did they use their teamwork skills effectively, how they could improve, and what were the difficulties and challenges with the project.

X. Planning: Mission, Vision, Values & Strategy
Readings:
- Drucker (2008). The five most important questions you will ever ask about your organization
- Goleman, 192-223

**Post-Class Assignment:**
Discuss and apply the Drucker book to either a real organization of which you have close knowledge; or our newly created New Org’s. Drucker poses five essential questions about managing not for profit organizations and the paper will analyze the selected organization on these issues. The paper will commence with a basic description, including its history, structure, leadership, funding, service mandate and catchment areas, purported purpose, goals, and objectives. The objective of the assignment is two-fold: to use the Drucker model to deeply analyze the organization; and to offer a critical assessment of the organization on the basis of these five Drucker questions. 5-7 pages, double-spaced.

**XI. Governance & Decision Making: Managing Situations, Projects and Crises**
- In class discussion of Steuben Glass mini-case study

**Readings:**

**Optional:**

**XII. Conclusion: Who, What, How and Why We Manage**

**Optional Readings:**
- Plato’s Dialogues, “Crito”

**Final Assignment** (12-15 pages; not including references)
There are two options in writing this paper:
1. Final reflections on self: awareness, management and emotional intelligence
2. Building and developing New Org/ Old Org
This assignment provides the opportunity for students to incorporate the semester's experiences on self- or social-management. Using the relevant readings and class discussions, as well as past assignment work, students will present a comprehensive review of what they learned about self- and/or relationship management. Hopefully students will build off previous work to present themselves or their chosen organizations.