



## Syllabus

### **SCHOOL OF HEALTH AND SCIENCES** **HSVC 360: Managing and Leading Organizations**

5 Credits  
Effective: Spring 2017

*Access to the Internet is required.  
All written assignments must be in Microsoft-Word-compatible formats.  
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **FACULTY**

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

## **COURSE DESCRIPTION**

Health and human services administrators need knowledge and skill in the fundamentals of management, leadership, and supervision. This course covers planning and organizing; managing human resources; and organizational leadership skills in the context of health and human services organizations.

## **COURSE RESOURCES**

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## **COURSE OUTCOMES**

In this course, learners:

- Assess performance management processes including effective planning and organization.
- Synthesize leadership approaches appropriate to health and human services contexts.
- Apply best practices to manage staff and volunteers.
- Appraise resources for effective program delivery.

## **CORE CONCEPTS, KNOWLEDGE, AND SKILLS**

- Administration
- Budgeting
- Financial management
- Human resources management
- Leadership
- Managing staff
- Managing volunteers
- Organizational culture
- Organizing
- Performance Management

- Planning

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Course Activities	20%
Case Study Part 1: Performance Management Analysis	20%
Case Study Part 2: Human Resources Management Analysis	20%
Case Study Part 3: Financial Resources Management Proposal	20%
Case Study Part 4: Leadership Analysis	20%
<b>TOTAL</b>	<b>100%</b>

## SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

### Course Activities

The instructor will determine a set of assessments that are tailored to the needs of the class, including participation and discussion activities. For students taking the course online, to provide a structure for balanced participation and maximize the benefit of the discussion activities, students are required to follow these guidelines for online discussion activities: 1) Post responses to discussion questions in the first three days of the school week (Monday through Wednesday in online classes; various days in mixed-mode classes). 2) Post at least three or more thoughtful and topic-relevant comments to responses made by classmates over at least three different days of the school week. 3) Respond to any questions the instructor has regarding your original post by the end of the school week.

<i>Components</i>	<i>% of Grade</i>
Quality of Responses	70%
Quantity of Responses	15%
Timeliness	15%
<b>TOTAL</b>	<b>100%</b>

### Case Study Part 1: Performance Management Analysis

Students will construct a single case study analysis that builds evidence of achievement of each learning outcome in a systematic approach. Part One is the Performance Management Analysis.

The case study will be based on a health or human services organization the student selects for analysis; it can be an organization for which the student works or volunteers; an organization the student knows well,

or one the student learns about from research.

Part 1: Performance management analysis:

The performance management analysis includes a summary of the organization the student has selected, with the following information:

- Name of organization (use a pseudonym if privacy or confidentiality is an issue);
- Organization’s mission, vision, and/or purpose statement;
- Size of organization, including number of employees and size of service area (geographic area served, number of clients/customers, etc);
- Student’s role in the organization or, if the student has selected an organization in which he/she does not have a role, the rationale for selecting the organization.

The performance management analysis will then address the following elements:

- The most important aspect of the organization’s current culture and climate;
- The service outcome(s) that are most important for the organization to achieve in the next 1-3 years;
- The main strengths and weaknesses of the planning process the organization uses;
- How the organization evaluates or will evaluate its own effectiveness in achieving service outcome(s);
- How the organization uses information technology to support its operations.

The student will develop a set of 3-5 recommendations for improving the organization’s performance management, based on a review of the literature. The resulting analysis will be a paper of 5-7 pages, with at least 3 scholarly references, written in APA format.

Students are expected to combine their own thoughtful analysis with ideas and information found in the textbook or other sources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional

<i>Components</i>	<i>% of Grade</i>
Assess management processes	25%
DAS-U-Analysis and use of course concepts	25%
DAS-U-Evidence and support	20%
DAS-U-Organization and coherence	15%
DAS-U-Style and mechanics	15%
<b>TOTAL</b>	<b>100%</b>

Case Study Part 2: Human Resources Management Analysis

Students will construct a single case study analysis based on a health or human services organization they select. Part 2 is the Human Resources Management Analysis.

The human resources management analysis begins with a description of the organization’s human resource landscape:

- Total number of employees, including volunteers;
- Types or classifications of employees (administration, professional staff, technical & support staff, volunteers, etc);
- The organization’s board of directors: size, role, types of members (community members, industry representatives, etc).

The analysis will include discussion of the greatest challenge facing the organization in terms of human

resources (pending retirements, low morale, lack of training, etc.), and the greatest strengths of the organization's human resources (high morale, commitment to mission, good communication, low turnover, etc.). It will also comprise best practices recommended for organizations similar to the one that students are analyzing. It will conclude with a set of 3-5 recommendations for improving the human resources management of the organization, based on a review of the literature. The resulting analysis will be a paper of 5-7 pages, with at least 3 scholarly references, written in APA format.

Students are expected to combine their own thoughtful analysis with ideas and information found in the textbook or other sources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional

<i>Components</i>	<i>% of Grade</i>
Manage staff and volunteers	25%
DAS-U-Analysis and use of course concepts	25%
DAS-U-Evidence and support	20%
DAS-U-Organization and coherence	15%
DAS-U-Style and mechanics	15%
<b>TOTAL</b>	<b>100%</b>

### Case Study Part 3: Financial Resources Management Proposal

Students will construct a single case study analysis in four parts based on a health or human services organization they select. Part 3 is the Financial Resources Management Proposal.

The financial resource management proposal requires students to construct a request for a budget allocation for a new program, service, or position for the organization. The proposal starts with an introduction that includes the following:

- Organization type (public, private nonprofit, for-profit);
- Total annual revenues and expenditures, if available;
- Main sources of funding (client payments, private grants, federal and/or state grants, donations, Medicaid/Medicare, etc);

The proposal then describes the funding request: the new program, service, or position the allocation will fund. It must provide a clear rationale for the request, a brief cost-benefit analysis, and a discussion of the overall impact on the organization's financial resources.

It concludes with a consideration from the point of view of the budget manager at the organization as to the strengths and weaknesses of the request, and whether it would be fulfilled based on the information presented, whether more information would be needed, or whether it would be rejected.

The financial resource management proposal results in a 3-5 page paper, written in APA format, with the sources of information about the organization's type, revenues, expenditures, and funding cited and referenced appropriately.

Students are expected to combine their own thoughtful analysis with ideas and information found in the textbook or other sources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their

findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional

<i>Components</i>	<i>% of Grade</i>
Organize resources	25%
DAS-U-Analysis and use of course concepts	25%
DAS-U-Evidence and support	20%
DAS-U-Evidence and support	15%
DAS-U-Style and mechanics	15%
<b>TOTAL</b>	<b>100%</b>

#### Case Study Part 4: Leadership Analysis

Students will construct a single case study analysis in four parts based on a health or human services organization they select. Part 4 is the Leadership Analysis.

The final part of the case study analysis focuses on the organization's leadership. It begins with a discussion of at least three leadership approaches that can be applied in health and human services organizations (transactional leadership, situational leadership, transformational leadership, etc). The student will then identify 1-2 leadership challenges facing the organization, and construct a set of recommendations for the organization to meet these challenges. The recommendations should apply leadership theory and should specify how the success or effectiveness of the leadership interventions would be assessed.

The result is a 5-7 page paper, with at least 3 scholarly references, written in APA format.

Students are expected to combine their own thoughtful analysis with ideas and information found in the textbook or other sources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i>Components</i>	<i>% of Grade</i>
Leadership approaches	25%
DAS-U-Analysis and use of course concepts	25%
DAS-U-Evidence and support	20%
DAS-U-Organization and coherence	15%
DAS-U-Style and mechanics	15%
<b>TOTAL</b>	<b>100%</b>

## **COURSE POLICIES**

## **Late Assignments**

Per Division of Arts and Sciences policy, undergraduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions.

A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 15 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 30 percent of the grade will be deducted. Coursework received after one week (seven days) will not be graded and will receive a zero grade.

## **Participation**

Undergraduate online and mixed-mode classes are required to use the Blackboard Discussion Board online. Participation through discussion to exchange knowledge, ideas, and thoughts is an integral, mandatory part of this course. Participation on the Discussion Board – the virtual classroom – enhances the student’s learning process and experience in this course, and lack of participation will result in a reduction in grade (see grading rubric).

Participation is active engagement in discussions in the form of sharing new ideas, examples and resources, as well as constructive disagreement and incorporation of course materials and concepts in comments. This requires frequent monitoring of the Discussion Board, timely responses, integration of course material and other sources, and ongoing conversations that extend, modify, and add to understanding, creating a vibrant learning community.

The following guidelines apply to all DAS undergraduate online and mixed-mode classes:

1. For fully online courses, students are expected to spend one hour per credit hour per week participating in online activities (for example, for a 5-credit course, the student would spend 5 hours per week on the Discussion Board). It is expected that students access their Blackboard course shell, including the Discussion Board, a minimum of 3 days per week.  
For mixed-mode courses, students are expected to spend the allotted online hours participating in online activities (for example, for a 5-credit mixed-mode course where 3 hours are spent face-to-face in a classroom, students would spend 2 hours per week on the Discussion Board).
2. The instructor will provide 2 or more discussion board questions/assignments by early Monday each week (normally 2 or 3 per week for fully online classes, and one or more for mixed-mode classes). Students must post their initial comments to each discussion board question/assignment no later than midnight Wednesday.
3. For each discussion question/assignment, a minimum of 2 thoughtful and topic-relevant responses to classmates’ comments per discussion question are required no later than midnight Sunday. Explain why you agree or disagree, ask questions, add to or modify ideas, and respectfully find strengths and weaknesses in classmates’ ideas.

4. In order to encourage discussion, it is expected that students will participate throughout the week rather than waiting until Sunday to post all responses.
5. Each post should be at least one well-developed paragraph (no less than 10 sentences in length). “Good post” or similar responses are not considered contributions to class discussions and will not count toward posting requirements.
6. In addition to making at least 2 responses to classmates’ comments per discussion question/assignment, students must respond to all questions posed by instructor to their initial discussion comments.
7. All posts must have correct grammar, spelling, punctuation, and APA style.
8. Students are expected to act professionally, avoiding personal attacks, questionable language, and off-topic comments.

### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

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## **UNIVERSITY POLICIES**

You are responsible for understanding and adhering to all of City University of Seattle’s academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers’ Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of

individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

### **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **SUPPORT SERVICES**

### **Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all

inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

**Smarthinking Tutoring** CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.