



**THE CATHOLIC UNIVERSITY OF AMERICA**

***National Catholic School of Social Service***

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**SSS 832**

**Management of Nonprofit Organizations: A Case Study Approach**

Spring, 2010

(3 credits)

Instructor: Dr. Wendy Whiting Blome

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## I. COURSE PURPOSE

Using a case study approach this course will introduce Social Justice and Social Change concentration students and other interested students to the roles and responsibilities of middle managers in social work settings. This course will provide students with the opportunity to develop problem-solving skills through participation in case study exercises and critical examination of their field placement or employment experiences.

The purpose of this course is to provide students with knowledge and skills in nonprofit mid-level management. Students will explore the scope and structure of the nonprofit sector in the United States as part of a continuum of public and private service delivery organizations. Readings will focus on specific topics including organizational design, planning, change management, leadership, governance, human resources, quality assurance, fiscal accountability, and community involvement. Classical and contemporary theoretical frameworks will be analyzed for use in social work management. Additionally social work ethics will be applied to the management of human service organizations.

## II. EDUCATIONAL OBJECTIVES

- A. To understand the role of the nonprofit sector in the continuum of human service organizations.
- B. To apply historical and contemporary management theories to the processes of middle management within social work settings.
- C. To experience, through case studies, skills in planning, leadership, change management, governance, and community involvement.
- D. To develop fiscal accountability skills needed by mid-level managers.

- E. To understand the effect of the environment on the functioning of the organization.
- F. To recognize the impact of data and data usage on planning and management.
- G. To prepare managers to manage a diverse workforce.
- H. To appreciate the role of managers in assuring quality services for clients and the community.
- I. To understand the ethical dilemmas that managers face in social work settings.

### III. COURSE REQUIREMENTS

#### A. Required Texts

Fauri, D., Wernet, S., & Netting, F. (2008). *Cases in macro social work practice, Third edition*. Boston, MA: Allyn and Bacon.

Lewis, J., Packard, T., & Lewis, M. (2007). *Management of human service programs, Fourth edition*. Belmont, CA: Thomson, Brooks, Cole Publishers.

Weinbach, R. (2008). *The social worker as manager: A practical guide to success, Fifth edition*. Boston, MA: Allyn and Bacon.

#### B. Recommended Texts

Austin, D. (2002). *Human services management: Organizational leadership in social work practice*. New York, NY: Columbia University Press.

Connors, T. (2001). *The nonprofit handbook: Management, Third edition*. New York, NY: John Wiley & Sons, Inc.

Northouse, P. (2004). *Leadership: Theory and practice, Third edition*. Thousand Oaks, CA: Sage Publications.

Worth, M. (2009). *Nonprofit management: Principles and practice*. Los Angeles: Sage Publications.

#### C. Other Recommended Resources and Media

National Catholic School of Social Service: <http://ncsss.cua.edu/>

Center for Philanthropy and Nonprofit Leadership:  
<http://www.npgoodpractice.org/Default.aspx>

National Academy for Public Administration: <http://www.napawash.org/>

Chronicle of Philanthropy—Nonprofit handbook:  
<http://philanthropy.com/handbook/>

Leader to Leader Institute: <http://www.pfdf.org/>

Center for Excellence in Nonprofits:  
<http://www.cen.org/templates/System/default.asp?id=40083>

Guidestar: Materials for the Nonprofit Sector: <http://www.guidestar.org/>

National Resource Center for Organizational Improvement:  
<http://muskie.usm.maine.edu/helpkids/index.htm>

#### D. Course Assignments

**Assignment 1:** Take-home Case Analysis. **Distributed Class 5; Due Class 6**  
Students will be given a case example to analyze according to a provided set of questions. Students will be expected to work independently to produce a 5-6 page paper.

**Assignment 2:** Paper. **Due Class 11**

Students will prepare a paper to support the presentation they will make in Class 13 or 14. The paper will discuss the theoretical perspective and change management model the student has selected to support the approach s/he takes in the presentation. The organizational and governance structure of the agency will be described. Additionally, the use of data to introduce and reinforce the change will be explained. The components of the paper will be discussed in class. It will be 8 to 10 pages in APA style with at least 10 references.

**Assignment 3:** Class Presentation. **Scheduled for Class 13 or 14.**

Students will use one of the assigned case examples from Fauri, Wernet, & Netting as background information to prepare a class demonstration simulating a meeting a middle manager might hold with his or her staff. The meeting will be convened to discuss on of the following change events:

- ✓ implementation of a new evidence-based practice, **or**
- ✓ how to encourage workers to use a new set of forms and a management information system, **or**
- ✓ the need for a new case assignment protocol.

Through handouts, presentation, and engaged discussion the student will demonstrate an understanding of the use of data, the process of change management, and the application of management skills. The student will be prepared for dialogue from his/her class colleagues who will be acting as the staff.

#### E. Grading Policy

Assignment 1	25%
Assignment 2	35%
Assignment 3	25%
Attendance and Participation	15%

F. Course and Instructor Evaluation

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at <http://evaluations.cua.edu/evaluations> using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

IV. CLASS EXPECTATIONS

A. Scholastic Expectations

Please refer to the NCSSS Announcements or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. Academic Honesty

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. Accommodations

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

## Class Schedule

Class	Topics and Readings
1	<b>Introduction</b> Required Readings Weinbach—Chapter 1: Defining and Describing Management Weinbach—Chapter 2: The Context of Human Services Management Worth—Chapter 1: Overview of the Nonprofit Sector
2	<b>Historical and Contemporary Management Perspectives and Theories Applied to the Nonprofit Sector</b> Required Readings Ott—Chapter 8: A History of the Discipline Ott—Chapter 9: Inventing the Nonprofit Sector: 1950—1990 Weinbach—Chapter 3: Historical Origins of Current Approaches to Management
3	<b>Historical and Contemporary Management Perspectives and Theories Applied to the Nonprofit Sector (continued)</b> Required Readings Lewis, Packard, & Lewis—Chapter 4: Organizational Theory for Human Service Organizations Worth—Chapter 2: Understanding the Nonprofit Sector and Nonprofit Organizations  Case Study Lewis, Packard, & Lewis—Chapter 4: The Community Career Center (pages 90-91)
4	<b>Organizational Structure and Design</b> Required Readings Austin—Chapter 4: Organizational Structure and Program Design Lewis, Packard, & Lewis—Chapter 5: Organization Design Weinbach—Chapter 8: Organizing  Case Study Fauri, Wernet, & Netting—Case 10: Women’s Coop: The Clash of Two Organizational Cultures

## 5 **Planning Functions**

### Required Readings

- Connors—Chapter 5: Lessons in Strategic Plan Implementation  
Weinbach—Chapter 4: Planning  
Lebold, D. & Edwards, R. (2006). Managing financial uncertainty. In R. Edwards & J. Yankey (Eds.), *Effectively managing nonprofit organizations* (431-455). Washington, D.C.: NASW Press.

### Case Study

- Fauri, Wernet, & Netting—Case 7: The Native Hawaiian Children's Center: Changing Methods from Casework to Community Practice

## 6 **Nonprofit Governance and Community Relations**

### Required Readings

- Austin—Chapter 10: Boards of Directors and Advisory Committees  
Worth—Chapter 3: Nonprofit Governing Boards  
Watch at least one of the case examples of the Peter F. Drucker Award for Nonprofit Innovation, click on 'Make Your Nonprofit More Effective': <http://www.druckerinstitute.com/tools/>

### Case Study

- Fauri, Wernet, & Netting—Case 11: When Community Mental Health Meets Public Managed Care

## 7 **Relations with the Public Sector**

### Required Readings

- Marvel, M. & Marvel, H. (2007). Outsourcing oversight: A comparison of monitoring for in-house and contracted services. *Public Administration Review*, 67(3), 521-530.  
Gaxley, B. & Brudney, J. (2007). The purpose (and perils) of government-nonprofit partnership. *Nonprofit and voluntary sector quarterly*, 36(3), 389-415.  
Behn, R. (1999). Strategies for avoiding the pitfalls of performance contracting. *Nonprofit and voluntary sector quarterly*, 22(4), 470-489.

### Case Study

- Fauri, Wernet, & Netting—Case 3: The Underground Advocates: Legislative Advocacy for and with Service Users with Disabilities

- 8 Change Management within Nonprofit Agencies**  
Required Readings  
Austin—Chapter 12: Dealing with Change  
Weinbach—Chapter 11: Other Important Management Tasks  
Lewis, Packard, & Lewis—Chapter 11: Leading and Changing Human Service Organizations
- Case Study  
Fauri, Wernet, & Netting—Case 9: Growing Hope: Strategic Planning and Organizational Change
- 9 Staff Development and Management**  
Required Readings  
Lewis, Packard, & Lewis—Chapter 6: Developing and Managing Human Resources  
Weinbach—Chapter 5: Creating and Managing Staff Diversity  
Weinbach—Chapter 7: Staff Performance Evaluations and Personnel Actions
- Case Study  
Fauri, Wernet, & Netting—Case 12: Recognizing the Realities: Managing Biculturally
- 10 Data, Information, and Quality Assurance as Management Tools**  
Required Readings  
Connors—Chapter 17: Technology and Strategy for Organizational Effectiveness  
Lewis, Packard, Lewis—Chapter 9: Designing and Using Information Systems  
Saidel, J. & Cour, S. (2003). Information technology and the voluntary sector workplace. *Nonprofit and Voluntary Sector Quarterly*, 32(1), 5-24.
- Case Study  
Lewis, Packard, Lewis—Chapter 9: Evaluation Emergency (pages 212-213).
- 11 Ethical Dilemmas in Management**  
Required Readings  
Connors—Chapter 25: Ethics and Values in the Nonprofit Organization  
Northouse—Chapter 13: Leadership Ethics
- Case Study  
Fauri, Wernet, & Netting—Case 15: Carol's Value Dilemmas: Implementing Public Services for Disabled Elders

**12      Managerial Skills**

Required Readings

Northouse—Chapter 3: Skills Approach

Weinbach—Chapter 10: Leading

Weinbach—Chapter 12: Becoming an Effective Manager

Case Study

Northouse—Case 3.1: A Strained Research Team

**13      Student Presentations**

**14      Student Presentations**