I. COURSE PURPOSE

Using a case study approach this course will introduce 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

B. Recommended Texts

C. Other Recommended Resources and Media
   National Catholic School of Social Service: http://ncsss.cua.edu/
   Nonprofit and Philanthropy Good Practice: http://www.npgoodpractice.org/
   National Academy for Public Administration: http://www.napawash.org/
   Leader to Leader Institute: http://www.pfdf.org/
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 one 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.

**Attendance and Participation: Students are expected to come to class having read all the materials assigned for the day. Students will actively participate in class discussions and will be graded not only on the frequency, but also on the quality of their contributions.**
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

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics and Readings</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td><strong>Introduction</strong></td>
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<tr>
<td></td>
<td><em>Required Readings</em></td>
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<tr>
<td></td>
<td>Weinbach—Chapter 1: Defining and Describing Management</td>
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<td>Weinbach—Chapter 2: What Makes Human Services Management Different?</td>
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<td>Worth—Chapter 1: Overview of the Nonprofit Sector</td>
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<tr>
<td>2</td>
<td><strong>Historical and Contemporary Management Perspectives and Theories Applied to the Nonprofit Sector</strong></td>
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<tr>
<td></td>
<td><em>Required Readings</em></td>
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<td></td>
<td>Weinbach—Chapter 3: Historical Origins of Current Approaches to Management</td>
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<td></td>
<td>Worth—Chapter 2: Understanding the Nonprofit Sector and Nonprofit Organizations</td>
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<tr>
<td>3</td>
<td><strong>Historical and Contemporary Management Perspectives and Theories Applied to the Nonprofit Sector (continued)</strong></td>
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<td><em>Required Readings</em></td>
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<td>Lewis, Packard, &amp; Lewis—Chapter 4: Organizational Theory for Human Service Organizations</td>
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<td><em>Case Study</em></td>
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<td>Lewis, Packard, &amp; Lewis—Chapter 4: The Community Career Center (pages 90-91)</td>
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<td>4</td>
<td><strong>Organizational Structure and Design</strong></td>
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<td><em>Required Readings</em></td>
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<td>Austin—Chapter 4: Organizational Structure and Program Design</td>
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<td>Lewis, Packard, &amp; Lewis—Chapter 5: Organization Design</td>
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<tr>
<td></td>
<td>Weinbach—Chapter 7: Organizing People and Tasks</td>
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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 5: Planning


Managing in a Tough Economy:
http://www.bridgestar.org/Libraries/Documents/Managing_in_a_Tough_Economy.sflb.ashx

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

Click on at least one of the case examples of the Peter F. Drucker Award for Nonprofit Innovation and read about the winning agency and programs:
http://www.druckerinstitute.com/what-we-do/nonprofit-innovation-award/

Case Study
Fauri, Wernet, & Netting—Case 11: When Community Mental Health Meets Public Managed Care
7 Relations with the Public Sector

Required Readings


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 13: Other Important Management Responsibilities

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 8: Fostering and Managing Staff Diversity
Case Study
Fauri, Wernet, & Netting—Case 12: Recognizing the Realities: Managing Biculturally

10 Managing Staff Problems
Required Readings
Weinbach—Chapter 11: Managing Staff Problems

Case Study
Weinbach—page 265-266: Terminating Employees

11 Managerial Skills and Ethics in Management
Required Readings
Weinbach—Chapter 14: Becoming and Remaining a Successful Manager
Connors—Chapter 25: Ethics and Values in the Nonprofit Organization
Northhouse—Chapter 13: Leadership Ethics

Case Study
Fauri, Wernet, & Netting—Case 15: Carol’s Value Dilemmas: Implementing Public Services for Disabled Elders

12 Financial and Data Management
Required Readings
Weinbach—Chapter 12: Financial Management and Technology Management
Lewis, Packard, Lewis—Chapter 9: Designing and Using Information Systems

Review the website for Social Solutions: http://www.socialsolutions.com/
Case Study

13-14 Student Presentations