COURSE PURPOSE

In both the public and private sectors human services managers need knowledge and skills in the theory and practice of administration. It is particularly important that social workers be prepared to lead social service agencies in times of fiscal constraint, changing political and environmental expectations, and workforce challenges. Social entrepreneurship as an emerging approach to achieving social change will be addressed. This course will explore relevant theory, knowledge, and skills through a mix of presentation, discussion, and case examples.

I. EDUCATIONAL OBJECTIVES

A. To incorporate historic and current theories of management into administrative practice.
B. To identify management tasks within varied organizational environments.
C. To develop an understanding of relevant administrative practices and principles.
D. To recognize the role of management in producing and implementing change within an agency.
E. To understand the importance of social entrepreneurship to social workers in leadership roles.
F. To understand the values and ethics involved in managing human service organizations.

G. To be familiar with managerial challenges within a political environment.

H. To be able to apply management concepts and skills to a variety of situations.

II. COURSE REQUIREMENTS

A. Required Texts


B. Recommended Texts


Additional Readings as listed.

C. Other Recommended Resources and Media

National Catholic School of Social Service: http://ncsss.cua.edu/
Alliance for Nonprofit Management: http://www.allianceonline.org/
National Academy of Public Administration: http://www.napawash.org/
National Child Welfare Resource Center for Organizational Improvement: http://muskie.usm.maine.edu/helpkids/
The Nonprofit Resource Center: http://www.nonprofitresource.com/
The Urban Institute: http://www.urban.org/
The Finance Project: http://www.financialproject.org/
National Association of Corporate Directors: http://www.nacdonline.org/
Jim Collins Good to Great website: http://www.jimcollins.com/index.html

D. Course Assignments

Assignment 1: Assessment of an administrative case example. Will be discussed in class. 6-8 pages. Due Class 8.
Assignment 2: Mock presentation before a ‘non-profit board of directors’ or an ‘administrative task force’ or a ‘press conference’. Doctoral students will conduct the meeting/conference for 30 minutes and lead a discussion for 30 minutes; MSW students will conduct the meeting/conference for 30 minutes. Doctoral students will be required to meet with the professor prior to the presentation to discuss the application of theory and managerial processes in their presentation. Due Class 13 and 14.

Assignment 3: Paper on pre-approved topic: For MSW students the paper will be 15 pages with at least 15 resources; for doctoral students the paper will be 20 pages with at least 20 resources. All will use APA style. The format of the paper will be discussed in class. One page topic proposal due Class 5. Annotated bibliography due Class 11. Final paper Due Class 14.

E. Grading Policy

1. Assignment 1: 20%
2. Assignment 2: 30%
3. Assignment 3: 35% (includes all parts)
4. Participation/Preparedness 15%

F. Preparation, Attendance & Participation

Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued.

G. Course and Instructor Evaluation

NCSSS requires an evaluation of this course and the instructor. At the end of the semester, information on how to access the evaluation will be provided. Results will not be given to the instructor until grades are submitted. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.
III. CLASS EXPECTATIONS

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (available on the NCSSS web page), including scholastic and behavioral requirements.

A. Scholastic Expectations

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 proofread by the student before submission to the instructor for grading.

Additional Behavioral Requirements:

Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Attend all classes and contribute constructively to the classroom culture,
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor,
- Demonstrate competence in planning academic activities and in following through on those plans,
- Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom,
- Use an appropriate level of class time and instructor’s time and attention in and out of class, and
- Behave in a manner that is consistent with the ethical principles of the social work profession.

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 1  Introduction to Social Worker as Administrators

- Reviewing the state of social work management
- Exploring competencies of social work managers

Required Readings


Suggested Readings


Class 2  Theoretical Perspectives

- Reviewing theoretical perspectives
  - Bureaucratic Theory
  - Human Relations Theory
  - Contingency theory
  - Learning organization
  - Total quality management
  - Decision making theory
  - Leadership theories

Required Readings


Class 3  Managerial Processes: Structuring Organizations for Success

- Generating organizational design alternatives
- Creating strategic plans
- Designing teams and teamwork
- Recognizing governance issues

Required Readings


Suggested Readings


Class 4/5     Managerial Processes: Data driven Decision Making and Data Usage

➢ Maximizing federal, state revenue sources
➢ Implementing performance based contracting
➢ Using management information systems

Required Readings—Class 4

http://www.urban.org/Template.cfm?NavMenuID=24&template=/TaggedContent/ViewPublication.cfm&PublicationID=8811  

Required Readings—Class 5


**Class 6/7**  
**Managerial Processes: Organizational Change and Personnel Management**

- Instituting supervision and personnel management structures
- Managing organizational change
- Using 360 feedback

**Required Readings—Class 6**


**Required Readings—Class 7**


**Class 8/9**

**Managerial Processes: Performance based Management**

- Applying evidence based practices
- Using accreditation as a performance based tool

**Required Readings—Class 8**


Collins, J. Good to great and the social sectors:

[http://www.jimcollins.com/books/g2g-ss.html](http://www.jimcollins.com/books/g2g-ss.html)

Listen to at least two clips from Collins, J.:

[http://www.jimcollins.com/media.html](http://www.jimcollins.com/media.html)

Council on Accreditation—read ‘CQI Assessment Tool’ on website:

Joint Commission on Accreditation of Healthcare Organizations--read ‘How to Become Accredited’ and ‘Performance Measurement’ sections on website:  http://www.jcaho.org/

Required Readings—Class 9


Class 10 Social Entrepreneurship in the Human Services

- Defining social entrepreneurship in the public and private human service sectors
- Understanding the influence of social entrepreneurship on social work managers
- Recognizing the ethical issues and responses

Required Readings

Suggested Readings


Class 11  
**Managerial Challenges: Political and Economic Environments**

- Recognizing politics in management
- Instituting inter agency collaboration

Required Readings


Class 12  
**Managerial Challenges: Public Perceptions and Administrative Ethics**

- Managing public perceptions
- Considering ethics and values in management choices

Required Readings


Lipsky, M. (1980). Street level bureaucracy: *Dilemmas of the individual in public service.* Listen to the author at: [http://www.youtube.com/watch?v=ZX1IivgPspA](http://www.youtube.com/watch?v=ZX1IivgPspA)

Read sections online at: [http://books.google.com/books?id=WjUBulsr2O0C&printsec=frontcover&dq=lipsky+street+level+bureaucracy&source=bl&ots=CyFIsIRA6a&sig=Ej9e2DmpYKz9tqUGGDRrbwAyVh0&hl=en&ei=3k0iTajXIsqr8Aa2-Z34DQ&sa=X&oi=book_result&ct=result&resnum=3&ved=0CDEQ6AEwAg#v=onepage&q=lipsky%20street%20level%20bureaucracy&f=false](http://books.google.com/books?id=WjUBulsr2O0C&printsec=frontcover&dq=lipsky+street+level+bureaucracy&source=bl&ots=CyFIsIRA6a&sig=Ej9e2DmpYKz9tqUGGDRrbwAyVh0&hl=en&ei=3k0iTajXIsqr8Aa2-Z34DQ&sa=X&oi=book_result&ct=result&resnum=3&ved=0CDEQ6AEwAg#v=onepage&q=lipsky%20street%20level%20bureaucracy&f=false)


**Class 13/14 Class Presentations; Final Paper Due**