

UNIVERSITY OF NEW HAMPSHIRE  
SCHOOL OF HEALTH AND HUMAN SERVICES  
DEPARTMENT OF SOCIAL WORK  
Spring, 2003

SW 937: MANAGEMENT OF HUMAN SERVICE ORGANIZATIONS

Professor: Sharyn J. Zunz, PhD

Office Hours: Wed. or Thurs. 2:30-3:15 P.M. or by appointment

Office: Pettee Rm 241

Office Phone Number: 862-1785

Email - sjz@christa.unh.edu

\*\*\*\*\*

Course Description

This course will prepare students to perform managerial functions in public and private human service organizations, including those that have historically served populations at risk. The course will focus on the concepts, principles, values, and strategies that inform administrative practice including policy formulation and program planning. Emphasis will be on the integration of knowledge of organizational theory, managerial roles, and system dynamics with advanced individual managerial and leadership skill development. Prerequisite for this course is the completion of the foundation year practice courses.

Objectives

The course will enable students to:

1. Examine the historical and theoretical base for management practice.
2. Critically evaluate various organizational theories and management models and their potential impact on client service delivery.
3. Examine the roles of managers and the specific skills necessary to provide leadership to social service organizations.
4. Identify the impact of gender, ethnicity, and other diversity issues on agency based practice and their potential effects on personnel and service delivery policies.
5. Explore varying leadership and communication's styles.
6. Identify ethical concerns in agency based human services including a familiarity with risk management techniques.
7. Investigate the links between human service organizations and the community systems in which they operate.

### COURSE STRUCTURE

Three-fourths of this course will consist of lectures, guest speakers, class discussions, and in-class exercises on various aspects of agency administration and human service organizations. Although the course material will contain theoretical content, the emphasis will be on developing specific management practice skills that will enable students to further develop their leadership potential. Diversity issues as well as ethical dilemmas will be explored as they relate to managerial roles and tasks.

One-quarter of this course will consist of class presentations by students in an area based on their own interest with supplementary materials in these areas provided by the instructor. Topic selection will take place after consultation with the instructor.

### READINGS

Required Textbooks: Brody, R. (2000). *Effectively managing human service organizations*, 2<sup>nd</sup> ed. Thousand Oaks, Calif: SagePublications.

Kettner, P. (2002). *Achieving excellence in the management of human service organizations*. Boston: Allyn & Bacon.

Additional Readings from (Can be found on library reserve or through Blackboard):

1. Edwards, R., Yankey, J., & Altpeter, M., eds. (1998). *Skills for effective management of nonprofit organizations*. Silver Springs, MD: NASW Press.
2. Martin, L. (2001). *Financial management for human service administrators*. Boston: Allyn & Bacon.
3. Patti, R. (2000). *The Handbook of Social Welfare Management*. Thousand Oaks, Calif: Sage.
4. Quinn, R., Faerman, S. & Thompson, M., & McGrath, M. (2003). *Becoming a master manager: A competency framework*, 3<sup>rd</sup> ed. NY: Wiley & Sons.
5. Weinbach, R. (2003). *The social worker as manager: A practical guide to success*, 4th ed. Boston, Mass: Allyn and Bacon.
6. In-class handouts. Also consult bibliography for other relevant materials.

### GRADING

30% Term paper. Should be between 12-15 pages double spaced, typed on a topic previously approved by the instructor. SEE ATTACHED FOR DETAILS

10% Class presentation. Each student will have about 20 minutes in which to do a presentations. Students can also chose to co-present with other students interested in the same topic. These presentations should be organized as a role play in which you are an agency manager making a presentation to a board of directors, potential funding source, etc.

25% Final take-home exam.

30% Two short mini-assignments or exercises (15% each)

5% Attendance and Class Participation

Be forewarned - this 5% can wind up easily making a difference in grade. Point reductions will occur for more than 2 unexcused absences. Preparation for class, respect for the learning environment, and thoughtful in-class and Blackboard contributions will be rewarded.

Note: If you have any special learning needs, please see the instructor early in the semester to discuss any accommodations that may be indicated.

### COURSE SCHEDULE

#### Weeks 1 & 2 - Introduction (1/23-1/30)

Introduction to course and course requirements. Discussion of human service management as a field of social work practice. Overview of various organizational theories including classical management, human relations, open systems and competing values frameworks. Current climate for human service organizations and the systems with which they interact.

Assignment: Read Kettner Chapters 1-2; Do Competing values survey; Do postings on 1<sup>st</sup> discussion board topic in communication section on Blackboard.

\* Supplementary Reading from Chapter 1 in Edwards, Yankey, & Altpeter; Quinn, Chapter 1 & Weinbach Chapters 1-3.

Students should consult with instructor re: term paper and class presentation topics

Weeks 3-11 - Management Roles, Tasks, & Skills (2/6-4/10)

I. Director-Producer Roles (Rational Goal Model)

Discussion topics will include: decision making skills, goal setting, delegating, motivating staff, and time management.

Assignment: Read: Brody Chapters 3-6; Kettner, Chapter 6; Blackboard articles on Time Management from Edwards et al., Chapter 22 and Management by Objective.

\* Patti Chapter 9; Weinbach Chapters 4 & 11; Quinn Chapters 6-7.

Do management by objective, time management, and delegating exercises.

Hand in 1st mini-assignment - 2/6.

Based on externally linked article on Blackboard under the title:

“Management of Red Cross.”

II. Coordinator-Monitor Roles (Internal Process Model)

Discussion topics will include: managing information and work flow, quality assurance and program evaluation, risk management, and designing assignments tasks.

Assignment: Read: Kettner, Chapter 7 & 14 and Risk Management article on Blackboard

\*Edwards et al., Chapters 18 & 25; Patti Chapter 4; Weinbach Chapters 8 & 9

Do information overload, key indicators, and who to send to training exercises.

III. Mentor-Facilitator Roles (Human Relations Model)

Discussion topics will include using a strengths perspective in supervision, interpersonal communication, staff development, team building, ethical dilemmas, mentoring, and conflict management.

Assignment: Read: Brody Chapters 7-8, 14-15; Kettner Chapter 12; Teamwork article on Blackboard.

\* Weinbach Chapters 6-7; Quinn Chapters 2-3.

Do management orientation, "The Missing Marvins", reflecting feelings, conflict management, ethical dilemmas case studies, and/or vacation scheduling exercises .

Videos on Conflict Resolution & Running Good Meetings

Term Papers Due 3/27

Spring Break - 3/20 (No Class)

Guest Speaker - Dave Worster to discuss EAP's

#### IV. Broker & Innovator Roles (Open Systems Model)

Discussion topics will include the agency in the context of both urban & rural communities, funding\financial management, influencing policy\legislation and advocating for agency clients and staff, dealing with the media, community and board relationships, building & maintaining a power base, developing negotiating skills, and planning\dealing with change.

Assignment: Read: Brody Chapters 2, 17-21; Kettner, Chapters 3 & 8.

- Edwards, Chapter 17; Martin Chapters 1-3, 7, 11-13; Patti Chapter 19;
- Quinn, Chapters 8-9; Weinbach Chapter 11.

Do resistance to change, planning a change and organizational culture exercises.

Video on Resistance to Change

Hand in 2nd mini-assignment - 4/10

Guest Speaker on Financial Management

Guest Speaker(s) on Public\Media Relations

#### Weeks 12 & 13 Diversity in the Workplace (4/17-4/24)

Classes will cover the following topics: managing a diverse work force, women in the work force, EEOC and affirmative action, and women and minorities in management.

Assignment: Read: Brody & Kettner Chapter 9.

\* Edwards et al., Chapter 10; Patti Chapter 22; Weinbach, Chapter 5.

Handouts on diversity in the workplaces issues. Hodge article on oppression of Evangelical Christians

In-class case studies addressing discrimination against staff members based on age, race, ethnicity, sexual orientation, religion, and ability.

Guest Lecturer on 4/17; Take Home final distributed - 4/24.

#### Week 14 - Leadership Styles (5/1)

Topic will include differential leadership style and the development of one's own managerial practice techniques. Discussion of how one's personal background and history effects the development of one's leadership style. Also managing employees with diverse styles.

Assignment: Read: Brody Chapter 1

\*Edwards et al, Chapter 2; Patti Chapter 15; & Weinbach Chapter 10

Take Home Final Due - 5/1

#### Weeks 15 - Course Summary & Future Challenges for Managers (5/8)

Course content will be summarized including a discussion of available new research on human service management and what the future may hold for non-profit managers.

Assignment: Read: Weinbach Chapter 12

### Course Assignments

#### Term Paper (30%)

Each student will submit a 12-15 page research paper on a topic of interest to them & related to the course content. Any topic connected to organizational behavior or non-profit management will be considered for approval by the instructor. Past examples of approved student topics are: working with boards of directors\volunteers; administrative\organizational advocacy; fundraising or grant writing; quality assurance and program evaluation; ethical dilemmas in management; managing a diverse workforce; leadership styles or leadership development; media and public relations; organizational cultures\climate; preventing burnout; the impact of managed care on agencies; downsizing and mergers; and women in management.

Papers are to be submitted in correct APA style. Papers should demonstrate a thorough attempt to research the topic within the page numbers specified and should contain a variety of recent sources including professional human services journal articles. Use of sources from the business literature is acceptable. Check with instructor about acceptable of internet sources. Papers will lose 1 point for every late day.

#### Class Presentation (10%)

Each student will be responsible for leading a 20 minute class session on a topic of their choice. The topic chosen for presentation can be from the student's term paper or another relevant topic. Students who pick similar topics can work together as a team if they wish. Presentations will be scheduled over the last 6 weeks of classes. Students should make these presentations as if they were a manager presenting material to a specific target audience, ex. board of directors, potential funders, or a community \constituent group. Students are responsible for working with the instructor to provide their classmates with at least one reading on their topic. Handouts, scenarios, and audiovisuals are encouraged.

Presentations will be graded by the instructor and fellow students both on content and format. Prior to the start of student presentations, the class will work with the professor to develop an evaluation instrument used for grading and to give feedback.

#### Final Exam (25%)

Students will be given an exam covering the major assigned readings and class content for the course. Exam will be a take-home and will consist of questions that will require students to demonstrate integration of the material and critical thinking about problems faced by agency managers. Exams will include short answer and essay questions.

#### Mini-assignments (30%) - Two at 15% each

Short assignments and\or exercises will be handed out and collected the following week. Timely completion of these exercises will be reflected in the grade. These assignments are generally 3-5 page long and do not require any extensive library research.