COURSE NUMBER: SOWO 874
COURSE TITLE: ADMINISTRATION AND MANAGEMENT: THEORY AND PRACTICE
SEMESTER AND YEAR: FALL 2009, 9:00 am-11:50 am Friday, Forsyth County Department of Social Services
CREDITS: 3 CREDIT HOURS
INSTRUCTOR: TAMARA H. NORRIS, MSSW, MPA
919/966.0328-Office  919/968.6730-Home
Tamara_Norris@unc.edu
OFFICE HOURS: Friday 8:30-9:00 AM and by Appointment
COURSE WEBSITE: http://blackboard.unc.edu

COURSE DESCRIPTION:
This course explores contemporary theories, models, and practices for managing human service organizations, emphasizing skills in team building, motivation, organizational learning strategies, and cultural competence with a diverse staff.

COURSE OBJECTIVES:
Upon completion of this course, students should be able to:

1. Discuss and analyze a broad range of contemporary administration and management practice models for human service organizations.

2. Analyze political/economic challenges and constraints faced by members of human service organizations, and develop responsive strategies.

3. Critically examine and develop the range of skills necessary to administer organizations and agencies with broadly diverse employees in terms of age, sexual orientation, disability, race, class, etc.

4. Develop management skills for team building and motivating employees.

5. Critically examine power relationships and management culture of agencies and organizations.

6. Identify strategies for facilitating diversity and developing nondiscriminatory policies that support an equitable work environment.

7. Conceptualize the differences between administration and management and leadership in human service organizations.
8. Examine the role of professional ethics and values in managing human service organizations.

9. Demonstrate ability to employ learning strategies to improve administration and management of organizations.

10. Identify management and administration behaviors that contribute to dysfunction in human service organizations via organizational assessment.

11. Apply knowledge base to evidence-based practices.

EXPANDED DESCRIPTION:

Students will learn about a variety of administrative and management practices and models used in nonprofit, public, and for-profit organizations. Team building, employee motivation, the role of ethics in management, managing diverse employees, power and cultural competence will be examined. Examples of management dysfunction will also be critiqued along with strategies to resolve them. Student will also be provided strategies designed to institute learning practices in organizations.

REQUIRED TEXTS/READINGS:


RELATED READINGS:

Other course materials will be posted on E-Reserves and the SOWO 874 website: [http://www.unc.edu/~wfarrell](http://www.unc.edu/~wfarrell) (After a left click to reach the website, click SOWO 874 and go to Readings for the periodical.)

TEACHING METHODS:

Instruction will include brief PowerPoint presentations, along with In-Class exercises/case studies and role plays related to the readings. The instructor will also draw upon examples from her experience in nonprofit and for-profit organizations on management problems. Students will also have leadership roles in designing class exercises based on the readings.

A supportive learning environment will be emphasized, one that is fostered by listening to the ideas and views of others, appreciating a point of view that is different from your own, articulating clearly your point of view, and linking experience to readings and assignments. The instructor appreciates your contributions to making this a safe and respectful class for learning and growth.

POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Students with disabilities that affect their participation in the course and who wish to have special accommodations should contact the University’s Disabilities Services and provide documentation of their disability. Disabilities Services will notify the instructor that the student has a documented disability and may require accommodations. Students should discuss the
specific accommodations they require (e.g., changes in instructional format, examination format) directly with the instructor.

POLICY ON LATE ASSIGNMENTS AND ATTENDANCE:
Late assignments are strongly discouraged. All assignments are considered late if not turned in at the beginning of class on the due date. To obtain permission to submit an assignment late, students must seek approval from the instructor 24 hrs before the assignment is due. Students submitting late assignments without prior permission will receive a 10% reduction in the grade. Grade reduction will begin on the due date and time of the assignment; an additional 10% will be deducted for each day that the assignment is late including weekend days. Papers that are handed in after the beginning of class will be considered late and there is a 10% deduction for every 24 period past the due date/time of the paper. In other words, if the paper is due at 9:00, and turned in at 11:00 pm the same evening, there will be a 10% deduction. The clock begins at the start of class.

Students whose class attendance conflicts with religious holiday(s) should bring this matter to the instructor’s attention. No students will be excused for vacations, conferences, etc. unless approved by the SOWO administration.

POLICY ON ACADEMIC DISHONESTY:
Please refer to the APA Style Guide, the SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism, and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, “I have not given or received unauthorized aid in preparing this written work.” In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

POLICY ON USE OF ELECTRONIC DEVICES IN THE CLASSROOM:
NO ELECTRONIC DEVICES CAN BE USED IN CLASS WITHOUT PRIOR APPROVAL OF THE INSTRUCTOR. Students with disabilities must provide written documentation of a disability requiring the use of a laptop or other electronic device for class. Use of electronic devices for non-class related activities (e.g., checking email, playing games, etc.) is prohibited.

OTHER POLICIES/GENERAL INFORMATION:
Students are expected to attend classes and TO ARRIVE AT 9:00 AM (as there will be In-Class case studies/exercises to complete); complete ALL assigned readings; participate in class discussions, and SUBMIT WRITTEN ASSIGNMENTS IN CLASS ON THE DATE DUE.

Be advised that all typewritten papers will be GRADED FOR CONTENT and basic MECHANICS OF GRAMMAR—whether subject(s) and verb(s) agree, run-on sentences, misspelled words, fragment sentences, inappropriate use of commas, etc. Communicating clearly through the written word is a professional skill that is essential to every aspect of social work. The School of Social Work provides students with access to a wide array of resources for improving writing skills:
SOWO 874 ADMINISTRATION AND MANAGEMENT: THEORY AND PRACTICE
FALL 2009

- All SOSW students can use the UNC Writing Center
  http://www.unc.edu/depts/wcweb/
- Students can work independently to improve skills by reviewing the series of
  PowerPoint presentations available at http://ssw.unc.edu/students under the “Writing
  Resources” tab
- Students interested in individual help can schedule an appointment to meet with one
  of the School’s academic editors: Diane Wyant (dwyant@email.unc.edu) or Susan
  White (sewhite@email.unc.edu)

Assignments must be prepared on a word-processor in accordance with APA guidelines, 5th
Edition, the format required by many leading journals in Social Work and related fields.

CLASS ASSIGNMENTS:

**DEFINITIONS AND ORAL PRESENTATION** (8 pts.): Define the following terms:
Management, Administration, and Leadership, *in your own words*, based on your
experience and observations. Send in your definitions on a single PowerPoint slide
with your name on it by Thursday, September 3, 2009.

**BRIEF REACTION PAPER** (10 pts.): The brief reaction paper will address the
following topic: Impact of Organizational Attributes: Select one of the attributes
discussed in the text and explain why the attribute does or does not characterize
your practicum (or other) agency. Support your position with specific examples and/or
appropriate documentation (e.g., agency data). Then, discuss the implications of your
conclusions for: (a) service delivery and (b) organizational-environmental relations (3-5
double-spaced pages): Be prepared to present a summary of your paper and discuss
your observations with the class.

**SEMINAR LEADERSHIP BY STUDENT TEAMS** (10 pts.): Student work groups
have been assigned to provide an overview of the key issues in the readings for each class
as designated on the syllabus. The instructor will provide each group with a set of
guidelines to address based on the assigned readings for each date. Students will be
expected to discuss the readings using a short PowerPoint presentation (5-8 slides), a
role-play exercise, or in-class exercise. (Detailed directions will be provided in class.)

**MIDTERM EXAMINATION** (15 pts.): Applied Exercise. Details will be provided in
class.

**One Page Memo Assessments** (5pts. each x 6 = 30 pts. Total): You will be assigned to
write one page single-page memos on dates noted in syllabus in which you will
assess/analyze an issue raised in the required readings. You will be given
directions/guidelines as to the content of the memo 1 week prior to the due date.

**IN-CLASS CASE STUDIES** (3pts. each x 4 = 12 pts.): Students will be assigned
work as individuals or as teams on Case Studies prepared by the Instructor.
FINAL APPLIED TAKE-HOME EXERCISE (15 points): A Final Applied, Take-Home Exercise will cover concepts and terminology from lectures, handouts, readings, and class discussions.

GRADING SYSTEM:
F = 69 and below, L = 79 and Below, P = 80-93, H = 94-100

SCHEDULE AND COURSE CONTENT

August 28 INTRODUCTION: CLASS OVERVIEW & SYLLABUS REVISION
CLASS 1
- Review expectations and course requirements
- Overview of management and administration
- Document students’ view of administration and management

SEPTEMBER 4 DIMENSIONS OF HUMAN SERVICES MANAGEMENT
CLASS 2
- Management and General Themes
- Administration and Theory
- What Human Services Managers Do

Assigned Readings
Text: Chapters 1, 2, 3 & 5

DEFINITIONS and ORAL PRESENTATION
In-Class Case Study# 1

SEPTEMBER 11 MANAGING FOR PERFORMANCE
CLASS 3
- Organizational Climate
- Leadership and Performance
- Service Outcomes
- IT Applications

Assigned Readings
Text: Chapters 6, 7, 8, & 9

ASSESSMENT/ANALYTICAL MEMO #1 DUE
SEPTEMBER 18  ORGANIZATIONAL ASSESSMENT
CLASS 4

- Integrative Model of the Organizational Life Cycle
- Implications for Service Delivery

**Assigned Readings:**

1. NCHPEG Organizational Assessment.  
   [http://www.unc.edu/~wfarrell/](http://www.unc.edu/~wfarrell/) (4 pp.)

2. Organizational Assessment Questions  
   [http://www.unc.edu/~wfarrell/](http://www.unc.edu/~wfarrell/) (2 pp.)

3. “Analyzing Human Service Organizations”  
   [http://www.unc.edu/~wfarrell](http://www.unc.edu/~wfarrell) (12 pp.)

**In-Class Case Study #2**

SEPTEMBER 25  HUMAN RELATIONS SKILLS/MANAGING HUMAN RESOURCES
CLASS 5

- Motivating Performance
- Managing Human Resources
- Workforce Diversity
- Supervision, Training, Volunteers

**Assigned Readings:**

Text: Chapters 10, 11, 13, & 14

**SEMINAR LEADERSHIP GROUP #1**

**BRIEF REACTION PAPER DUE**

OCTOBER 2  LEADERSHIP ROLE: ORGANIZATIONAL/INTER-ORGANIZATIONAL LEADERSHIP
CLASS 6

- Agency-Environment, External and Natural
- Building Partnerships and Networks
- Advocacy and Lobbying
- Issues in Leadership Development

**Assigned Readings:**

Chapters 20, 21, & 22

**ASSESSMENT/ANALYTICAL MEMO #2 DUE**

**SEMINAR LEADERSHIP GROUP #2**
OCTOBER 9  FEMINIST PERSPECTIVES
CLASS 7

- What is Feminism
- How does it impact management and administrative practice?
- Implications for leadership?
- Female Management Perspectives

Assigned Readings:


2. What is Feminism? http://www.unc.edu/~wfarrell/ (6 pp.)


ASSESSMENT/ANALYTICAL MEMO #3 DUE
In-Class Case Study #3

OCTOBER 16  MIDTERM, TAKE-HOME EXERCISE
CLASS 8

OCTOBER 23  FALL BREAK – NO CLASS

OCTOBER 30  THE LEARNING ORGANIZATION
CLASS 9

- What is a Learning Organization
- How would you turn your Organization into One?

Assigned Readings:

2. Lipshitz, R., Popper M., and Friedman, V. “A Multi-facet Model of Organizational Learning.”
   [http://www.unc.edu/~wfarrell](http://www.unc.edu/~wfarrell) (51 pp.)

**ASSESSMENT/ANALYTICAL MEMO #4 DUE**
**SEMINAR LEADERSHIP GROUP #3**

**NOVEMBER 6  POWER, DEPENDENCY, SOCIAL JUSTICE, AND CULTURAL COMPETENCE**

Guest Speaker – Barbara Leach, Family Support Network, Carolina Institute for Developmental Disabilities

**CLASS 10**

- Perspectives on Power in Organizations
- Patterns of Institutional Discrimination and Oppression
- Empowerment Models
- Cultural Competence

**Assigned Readings:**

2. The Mature Use of Power in Organizations
   [http://www.unc.edu/~wfarrell](http://www.unc.edu/~wfarrell) (4 pp.)

3. Module 2: Cultural Competence
   [http://www.unc.edu/~wfarrell](http://www.unc.edu/~wfarrell) (7 pp.)

4. Cross, T. “Cultural Competence Continuum”
   [http://www.unc.edu/~wfarrell](http://www.unc.edu/~wfarrell) (3 pp.)

**ASSESSMENT/ANALYTICAL MEMO DUE**
**SEMINAR LEADERSHIP GROUP #4**

**NOVEMBER 13  STRATEGIC PLANNING & WORKING WITH BOARDS**

**CLASS 11**

- The Planning Process
- Analyzing Strengths, Weaknesses, Opportunities & Threats
- Developing Strategy & Managing the Effort, Working with Boards
- Panel Discussions
ASSIGNED READINGS:
Text: Chapters 15, 16, 17, 18, & 19

SEMINAR LEADERSHIP GROUP #5
ASSESSMENT/ANALYTICAL MEMO #5 DUE

NOVEMBER 20 LOOKING TO THE FUTURE
CLASS 12

- Practitioners’ Views
- Preparing Managers
- Overcoming Barriers

ASSIGNED READINGS:
Chapters 23 & 24

ASSESSMENT/ANALYTICAL MEMO #6 DUE
SEMINAR LEADERSHIP GROUP #6

NOVEMBER 27 DECISION-MAKING, MOTIVATION, AND INTER- AND INTRA-ORGANIZATIONAL COORDINATION
CLASS 13

- Decision Making Theories
- Theories of Motivation
- Coordination, Collaboration, and Network Formation
- Team Building Within and Outside the Organization

1. Models of Ethical Decision Making
   [http://www.unc.edu/~wfarrell](http://www.unc.edu/~wfarrell) (6 pp.)

2. Theories of Decision Making
   [http://www.unc.edu/~wfarrell](http://www.unc.edu/~wfarrell) (4 pp.)

3. Motivational Theories [http://www.unc.edu/~wfarrell](http://www.unc.edu/~wfarrell) (3 pp.)

4. Endogenous Theories of Motivation
   [http://www.unc.edu/~wfarrell](http://www.unc.edu/~wfarrell) (4 pp.)

In-Class Case Study #4
DECEMBER 4  ORGANIZATIONAL THEORY FROM A TRANSFORMATIONAL PERSPECTIVE
CLASS 14

- Paradigm Shifting
- The Meta-model of Organization

**Assigned Readings:**


*Final Applied Take-Home Exercise will be Distributed*

**CLASS EVALUATION**

DECEMBER 11  Final Applied Take-Home Exercise Due electronically by 9:00AM

**SEMINAR LEADERSHIP GROUPS:**

#1 – Jona Alborn, Shandra Chambers, Madonna Clifton
#2 – Sharon Davis, Rebecca Dubois, Stephanie Friend
#3 – Alicia Giddiens, Alison Gilreath, Deanna Hall
#4 – Deona Hooper, Sardie Izzard, Katrina Kerr
#5 – Derek Olsen, Beth Rupp, Rhonda Shepherd
#6 – Kareema Whitfield, Carin Zawadzki