SOWO 874: MANAGEMENT AND ADMINISTRATION: THEORY AND PRACTICE
FALL 2012

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
SCHOOL OF SOCIAL WORK

COURSE NUMBER: SOWO 874:
COURSE TITLE: ADMINISTRATION AND MANAGEMENT: THEORY AND PRACTICE

SEMESTER AND YEAR: FALL 2012, 9:00 am-11:50 am Tuesday, TTK 113
CREDITS: 3 CREDIT HOURS

INSTRUCTOR: WALTER C. FARRELL, JR.
TTK 548K (919) 960-9284 (O) (919) 880-6789 (C)

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OFFICE HOURS: T 8:00 am-9:00 am, 12:00 pm-1:00 pm (TTK 113), and 5:00-5:30 pm, 8:30 pm-9:30 pm in TTK 135 or M, W, TH, AND F BY APPOINTMENT

COURSE WEBSITE: http://www.unc.edu/~wfarrell

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 in the public and private sectors.

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 the class website: [http://www.unc.edu/~wfarrell](http://www.unc.edu/~wfarrell) (*

**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 his experience in advising 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 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 a.m. (as there will be In-Class case studies/exercises to complete), complete ALL assigned readings, participate in class discussions, and SUBMIT WRITTEN ASSIGNMENT IN CLASS on the date due unless you have a formal excuse for late submission.

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. will be penalized.

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

CLASS ASSIGNMENTS

Definitions and Oral Presentation (13 pts.) Define the following terms succinctly: 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 Monday August 27, 2012 at 12:00 pm.
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. See Collins and Pfizer readings on class website). 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 (4-double-spaced pages). Be prepared to present a summary of your paper and discuss your observations with the class. DUE SEPTEMBER 18, 2012

SEMINAR LEADERSHIP BY STUDENT TEAMS (15 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 detailed guidelines two weeks before the scheduled presentation.

Students will be expected to prepare a short PowerPoint presentation (8-12 slides) and develop an exercise for the class. (Detailed directions will be provided in class.) Groups will present on dates assigned in the syllabus.

MIDTERM EXAMINATION (15 pts.): Applied TAKE-HOME Exercise”. Details will be provided in class on OCTOBER 2ND. (DUE OCTOBER 9, 2012 by 12:00 p.m. in my mailbox, 1st floor TTK).

GROUP PRESSURE PROBLEMS (6pts. each x 4 = 24 pts.* Total) Groups will be assigned to develop responses to management problems on dates noted on 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 analysis 1 week prior to the due date.

IN-CLASS CASE STUDIES (2pts. each x 4 = 8 pts.): Students will be assigned work as teams on Case Studies on dates assigned. ADDITIONAL NON-GRADED IN-CLASS EXERCISES, ROLE PLAYS, AND CASE STUDIES WILL ALSO BE REVIEWED.

FINAL EXAM (15 points): A Final APPLIED, FINAL EXAM-will require application of concepts and terminology from lectures, handouts, readings, professional/volunteer experiences, and class discussions.

GRADING SYSTEM

\[ F = 69 \text{ and below}, \quad L = 79 \text{ and Below}, \quad P = 80-93, \quad H = 94-100 \]
READINGS AND COURSE OUTLINE

*NOTE: ASSIGNED READINGS MAY BE SUBSTITUTED AND/OR DELETED PURSUANT TO INSTRUCTOR AND STUDENT CONSENSUS AND/OR THE EMERGENCE OF RELEVANT CONTEMPORARY MATERIAL GERMANE TO THE CLASS TOPIC. Readings will be posted on the class website at least two weeks before assigned date. THE READINGS ON THE CLASS WEBSITE WILL BE PRE-FIXED WITH “F-12.” PowerPoint presentations will be posted the day before discussion.

August 21  INTRODUCTION: CLASS OVERVIEW AND SYLLABUS REVISION

- CRITIQUE AND REVISE COURSE SYLLABUS
- Review expectations and course requirements
- Overview of 21ST Challenges in Man. & ADMIN.
- Document students’ BACKGROUNDS

AUGUST 28  DIMENSIONS OF HUMAN SERVICES MANAGEMENT

- Management and General Themes
- Administration and Theory
- What Human Services Managers Do

Assigned Readings
Text: Chapters 1, 2, and F-12 “End of Management”
Article on class website

ORAL PRESENTATION, DISCUSSION OF DEFINITIONS and IN-CLASS CASE STUDY# 1

September 4  UNDERSTANDING ORGANIZATIONS: INTRODUCTION TO ORGANIZATIONAL THEORIES

- Hx of Social Welfare Administration
- The Nature of Human Service Agencies
- Traditional Approaches to Understanding Organizations
- The Institutional Ecology of Human Services Organizations
- The Political and Economic Determinants of Human Services Organizations

Assigned Readings (Text, Chapter 3):
Bring Your Practicum Site’s Organizational Chart to Class to Discuss Implications for Leadership (Construct an organizational chart of your agency if one is not available.)
SEPTEMBER 11 MANAGING FOR PERFORMANCE

- Organizational Climate
- Leadership and Performance
- Service Outcomes
- IT Applications

**Assigned Readings**

Text: Chapters 6, 7, 8, & 9

SEPTEMBER 18 ORGANIZATIONAL ASSESSMENT

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

**Assigned Readings:**


Elkind, P and Reingold, J. (2011, August 15), F-12 “Inside Pfizer’s Palace Coup,” *Fortune Magazine* (Article on class website, 19 pages.)

*The Washington Post Leadership Series (13 pages) On Class Website*

“Becoming a Leader”
“Character Really Does Count”
“Connecting Everyone to the Mission”
“Direct Managers Are Still Important to Productivity”
“Don’t Underestimate the Employee-Supervisor Bond”
“Leaders Engage Top to Bottom”
“Middle Managers Just As Critical As Senior Leaders”
“Provide a Narrative for Your Organization”

BRIEF REACTION PAPER DUE (AND ORAL PRESENTATION)

SEPTEMBER 25 HUMAN RELATIONS SKILLS/MANAGING HUMAN RESOURCES

Motivating Performance
- Managing Human Resources
- Workforce Diversity
- Supervision, Training Volunteer
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Assigned Readings:
Text: Chapters 10, 11, & 13

OCTOBER 2 LEADERSHIP ROLE: ORGANIZATIONAL/INTER-ORGANIZATIONAL LEADERSHIP

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

Assigned Readings:
Chapters 20, 21, & 22

GROUP #1 SEMINAR LEADERSHIP
GROUP PRESSURE PROBLEM RESPONSE
GUIDELINES FOR MIDTERM EXAM DISTRIBUTED

OCTOBER 9 MIDTERM, TAKE-HOME EXERCISE—NO CLASS

OCTOBER 16 FEMINIST PERSPECTIVES

- 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.)

3. “The Female Dilemma: When Citi Lost Sallie” (8 pp)
   “Women’s Groups Call Out Political Sexism” (3 pp)
   (Article on Class Website)

IN-CLASS EXERCISE #3
THE LEARNING ORGANIZATION

- 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.)

GROUP #2 SEMINAR LEADERSHIP

POWER, DEPENDENCY, SOCIAL JUSTICE, AND CULTURAL COMPETENCE

- 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.)

5. Cultural Competence Discussion
   [http://www.unc.edu/~wfarrell](http://www.unc.edu/~wfarrell) (2 pp.)

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

8. Diversity, Conflict, and Organizational Effectiveness http://www.unc.edu/~wfarrell (9 pp.)


GROUP PRESSURE PROBLEM RESPONSE

NOVEMBER 6 STRATEGIC PLANNING

- The Planning Process
- Defining Strategic Planning
- Strategic Planning vs. Operational Planning
- Program Planning and Management
- Program Planning vs. Strategic Planning

Assigned Readings:
Text: Chapters 15, 16,

GROUP #3 SEMINAR LEADERSHIP PRESSURE PROBLEM RESPONSE DUE

NOVEMBER 13 STRUCTURE AND FINANCING, WHAT HUMAN SERVICE MANAGERS DO, MANAGING FINANCIAL RESOURCES

- Organization and Structure
- 21st Century Economy, Federal/State Organizations
- Not-For Profits, Proprietary Organizations
- Private-Public Collaboration
- Shape of Management Practice
- Managing Financial Resources

Assigned Readings
Text: Chapters 4, 5, 19

PRESSURE PROBLEM RESPONSE
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NOVEMBER 20  FUNDRAISING CHALLENGES, NONPROFIT BOARDS

- Environmental Challenges
- Environmental Preferences
- Funding Mechanism Challenges
- Individual Fundraising Mechanisms
- Competing and Collaborating
- Governance
- Orientation and Training
- Board Composition and Selection

Assigned Readings:
Text: Chapters 17 & 18

NOVEMBER 27  LOOKING TO THE FUTURE

- Practitioners’ Views
- Preparing Managers
- Overcoming Barriers

Assigned Readings:
Chapters 23 & 24

FINAL EXAM GUIDELINES
CLASS EVALUATION
IN-CLASS EXERCISE #4

December 4  FINAL EXAM, IN CLASS OR TAKE HOME

SOWO 874 STUDENT TEAMS

GROUP #1
Ms. Banta
Ms. Williams
Mr. Jahnes

GROUP #2
Ms. Squires
Ms. Rose-Waters

GROUP #3
Ms. Strong
Ms. Davis