

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE**

19:910:535 Management Practice and Theory

Instructor:

Office hours:

Telephone:

Email:

Catalog Course Description

Core theories, dynamics, functions and ethics of human services management are analyzed with particular focus on the knowledge, skills and abilities necessary to successfully lead public and private human services agencies in the environment of today and the future. Emphasis is on internal management functions such as budget and finance, human resource administration, applications of information technology and governance relationships; and on external functions such as marketing and fundraising and legislative, media and community relationships. Crosscutting topics enhance skills in leadership, mediation and conflict resolution.

Course Overview

This is the first of two required courses for the second year concentration in Management and Policy. The course content builds on the skills, knowledge and values base acquired in the first year of generalist practice and foundation courses. Students develop the analytical and interpersonal skills necessary for managing human services programs from both an internal organizational and external perspective. Students have the opportunity to learn and apply theory to case situations, gain understanding of the dynamics and requirements of human services management, and acquire the competencies necessary to lead a public or private organization.

Place of Course in Program.

This is the first of two required advanced practice courses in the Management and Policy concentration. The prerequisite is satisfactory completion of the first year professional foundation courses. The co-requisite is a Nonprofit and Public management field placement appropriate to the selected cluster.

Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level*

Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

- Use critical thinking to apply the NASW code of ethics to analyze ethical issues related to management and policy;
- Identify personal values that enhance or hinder one's ability to work effectively within an organization and use supervision to examine these values; and
- Use electronic records and other emerging technologies ethically within a larger management and policy context; assure confidentiality of client data; and appropriately use informed consent in interventions

Competency 2: Engage Diversity and Difference in Practice

- Uphold and can identify the concepts of cultural competence, affirmative action, equal opportunity employment, and an harassment and discrimination free workplace within the organizational or community setting in which they practice;
- Identify organizational practices that explicitly or implicitly reflect institutional racism, sexism, gender bias, disability, bias, religious and/or ideological bias and other forms of discrimination and suggest effective ways to eliminate such practices; and exercise leadership that embraces the values of diversity and difference in the organizational culture

Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities

- **Observe, support, and/or participate with organizational leadership in efforts to establish a dialogue with key members of the relevant communities and constituencies being served, with the ongoing intention of obtaining community and stakeholder input and facilitating community empowerment;**
- **Promote an organizational culture that values and rewards community engagement and service by its staff; and,**
- **Identify and promote organizational practices that affirm the inclusion of community members across organizational levels including those of governance, management, staff and volunteers.**

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities

- **Observe and/or contribute to organizational efforts to assess its relationship to its environment, including the emerging internal and external forces affecting the organization (i.e. community needs assessments, resource inventories, environmental scans, et al.);**
- **Are able to engage in self-reflection to identify and counter one's own prejudices and stereotypes in the assessment process;**
- **Contribute and add value to the development and implementation of program, organization, or community-wide planning processes designed to position the organization for efficacy in realizing program and organizational missions and goals; and,**
- **Incorporate ongoing organizational and program evaluation and assessment in the analysis and management of program and planning processes.**

Competency 8: Intervene with Individuals, Families, Groups, Organizations Communities

- **Observe, identify, lead, and/or support core management functions such as strategic management, human resource management, budget and finance, and information technology in an organizational context;**
- **Identify and /or apply the concepts, practices and styles of organizational and community leadership, and can assess their own strengths and limitations in these regards;**
- **Observe, communicate, and work – as appropriate - with organizational and/or community governance and advisory structures;**
- **Contribute positively as a member of a team conducting marketing and fundraising activities including grant writing, creating a culture of philanthropy within an organization or community, and serving as stewards of donated resources; and ,**

- **Identify how leadership may be used to anchor the mission, vision and values within an organization; and motivate board members, volunteers, and employees to fulfill their roles in accordance with organizational missions and goals.**

Competency 9: Evaluate practice with individuals, families, groups, organizations and communities

- **Can identify, critically assess, and employ various methods of program evaluation;**
- **Apply critical thinking to the interpretation of evaluation data in a manner that contributes to and enhances the quality and efficacy of services; and,**
- **Translate and present evaluation data to various stakeholders/audiences.**

Assessment of Competencies/Program Level Learning Goals: Because this course focuses on providing you with the knowledge, skills, and values to achieve the competencies noted above, it has been selected be to part of the School of Social Work overall assessment program. This means that a number of the course assignments you will be required to complete will be analyzed for this purpose .

Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

(Note: Faculty, please add brief statement that highlights the alignment of the course learning goals with the competencies/program level learning goals above)

Upon completion of this course, students will be able to: (Note: Faculty please use active language, per Bloom’s taxonomy)

***To develop an understanding of the processes and techniques of human services management and leadership in social work and social welfare settings.**

***To acquire an overview of the historical and theoretical development of human services management within social work and social welfare.**

***To acquire knowledge of the concepts, skills and techniques of human services management and leadership required within the organization internally and externally with the larger community and public.**

***To acquire knowledge about the effects of power, politics and leadership in human services management and how these might be applied to achieve the mission of the organization.**

***To gain management skills and demonstrate their use by applying theories and concepts to case situations or scenarios to determine how issues or problems may be satisfactorily resolved.**

***To demonstrate the influence of social work values and ethics in managing programs and services that are responsive to the needs of populations at-risk including women, people of color, persons with disabilities and people of various sexual orientations.**

School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation, all students will be able to:

- 1. Demonstrate Ethical and Professional Behavior;**
- 2. Engage Diversity and Difference in Practice; and**
- 3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities**

Readings for Course

Required Texts:

Edwards, L. & Yankee, J. (2006). *Effectively Managing Nonprofit Organizations*. Washington, DC: NASW Press.

Austin, M., Brody, R. & Packard, T. (2009). *Managing the Challenges in Human Services Organizations: A Casebook*. Thousand Oaks, CA: Sage Publications.

Required readings, other than those from the required texts, are available electronically in the E-Companion shell for this course and are marked with a (*) Readings listed, but not required, are noted for your information, are not on reserve, but may be available through the electronic journal service of the Rutgers IRIS System.

Please note that many of the assigned readings are from a journal entitled *Administration in Social Work*. That journal has been renamed as *Human Services Organizations: Management, Leadership and Governance*. Both titles are used for readings in this syllabus.

Suggested:

Golensky, M. (2011). *Strategic Leadership and Management in Nonprofit Organizations*. Chicago: Lyceum

Lewis, J., Lewis, M., Packard, T. & Souflee, F. (2007). *Management of Human Services Programs*. Belmont, CA: Brooks/Cole.

Weinbach, R.W. (2008). *The Social Worker as Manager*. Boston: Allyn & Bacon.

Course Requirements

Students are expected to attend class, complete course readings weekly, and effectively participate in class discussions.

Assignments for this course include: completion of two papers of 4 to 6 pages each applying the theory, procedures, principles and insights contained in assigned readings and class discussion to a case example identified or presented by the instructor; a verbal presentation of one of the papers to the class and/or participation in a role play scenario with other students and the instructor requiring the demonstration of specific management skills; and, a final examination to be given the 15th week of class. Additional information on these assignments, along with related requirements, will be provided in class.

Grading

Grading will be weighted as follows: class participation 15%; two assigned papers at 20% each or 40% combined; class presentation and/or role plays 15%; and, final examination 30%. Grades will be negatively affected by three (3) or more unexcused absences and/or late completion or performance of assignments.

Grading Standards

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

Grading Criteria

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

***Scores to be rounded up at .5**

Course Evaluation

Rutgers University issues two (2) surveys that evaluate both the course and instructor. The first of these surveys is completed by students at midterm and the second completed toward the end of the semester. All answers are confidential and anonymous.

Course Outline

A. Methods

A variety of methods are utilized including class lectures, discussions, role-plays, class exercises, videos, assignments, readings and presentations by students and guest experts; and, a final examination.

B. Course Units, Weekly Topics and Readings and Assignments

Unit I – Introduction to Human Services Management

Week 1 – Purposes, Domains, History, Roles and Ecology

Austin, M., Regan, K., Gothard, S. & Carnochan, S. (2013). “Becoming a Manager in Nonprofit Human Services Organizations: Making the Transition from Generalist to Specialist”. *Administration in Social Work* 37 (4) p. 372-385*

Edwards, R. & Yankee, J. (2006). Chapter 1 *

Golensky, M. (2011). *Strategic Leadership and Management in Nonprofit Organizations*. Chicago: Lyceum. Chapter 1: pp:1-23*

Hurst, T. & Hurst, P. (2017). “White Bear Syndrome: Recognizing Potential Roadblocks in Transition from Practitioner to Leader.” *Human Services Organizations: Management, Leadership and Governance*, DOI: 10.1080/23303131.2017.128157, P.1-10*

Smith, S. (2015). “Managing Human Services Organizations in the 21st Century.” *Administration in Social Work* 39 (5) (p. 4407-411.*

Wuenschel, W. (2006). “The Diminishing Role of Social Work Administrators in Social Service Agencies”. *Administration in Social Work*, 30(4): pp. 5-18*.

Week 2 – Ethics and Theories of Human Services Management

Drucker, Peter, F., (2002). *Management Challenges for the 21st Century*. New York: HarperCollins Publishers, Inc. Chapter 3: *The Change Leader*.

Kovner, A. (2014). “Evidence-Based Management: Implications for Nonprofit Organizations”. *Nonprofit Management and Leadership* 24 (3), p. 417-424.

Lewis, J., Lewis, M., Packard, T. & Souflee, F. (2011). Chapter 4, p.68-93.*

Milway, K. & Saxton, A. (2011). “The Challenge of Organizational Learning”. *Stanford Social Innovation Review* 9 (3). P. 44-50).

National Association of Social Workers. (2017). *Code of Ethics of the National Association of Social Workers*. Washington, DC: NASW. [www.naswdc.org] *

Waldman, W. (2014). Management Competencies (Unpublished Paper)*

Watson, L. & Hegar, H. (2013). "The Tri-Sector Environment of Social Work Administration: Applying Theoretical Orientations." *Administration in Social Work* 37 (3) p. 215-226.*

Weinbach, R.W. (2008). *The Social Worker as Manager*. Boston: Allyn & Bacon. Chapter 3, pp.46-72.*

Unit II – Leadership

Week 3 – Leadership – Concepts, Contexts and Frameworks

Fisher, E. (2009). "Motivation and Leadership in Social Work Management: A Review of Theories and Related Studies". *Administration in Social Work*, 33:4 P. 346-367. *

Goleman, D. (2000). "Leadership That Gets Results." *Harvard Business Review*, 78 (2): 78-90. *

Golnaz, S. (2012). "Emotional Intelligence and Leadership Development". *Public Personnel Management*, 41 (3): p. 535 -548

Heifetz, R., Grashow, A. & Linsky, M. (2009). *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Boston: Harvard Business Review Press. Chapter 2 & 7, Pp. 13-40 & 101-112.*

Hopkins, K., Meyer, M., Shera, W. & Peters, S. (2014). "Leadership Challenges Facing Human Services Organizations in a Post-Recession Era". *Administration in Social Work* 38 (5) (p. 419-422

Lewis, J., Lewis, M., Packard, T. & Souflee, F. (2007). Chapter 11, p.245-274.*

Smith, W., Lewis, M. & Tushman, M. (2016). "Both/And Leadership". *Harvard Business Review*, 94 (5) P. 62-70

Week 4 –Leadership (Continued)

Austin, M., Brody, R. & Packard, T. (2009). Chapter 2, p. 17-38.

Beerel, A. (2009). *Leadership and Change Management*. Los Angeles: Sage Publications. Chapter 3, pp. 61-82.*

Carrasco, M. (2010). "Be That Kind of Boss: Leadership Strategies for Executive Directors". *Nonprofit World*, 28 (1): p. 16 & 17.

Gardella, L. & Haynes, K. (2003). *A Dream and A Plan: A Woman's Path to Leadership in the Human Services*. Washington, DC: NASW Press. Chapters 6 & 7, pp. 99-152.

Goleman, D. (2013). "The Focused Leader." *Harvard Business Review*, 91(12): P. 50-60. *

Gothard, S. & Austin, M. (2013). Leadership Succession Planning: Implications for Nonprofit Human Services Organizations: *Administration in Social Work*, 37:3 P.272-285.

Schmid, H. (2006). "Leadership Styles and Leadership Change in Human and Community Service Organizations". *Nonprofit Management and Leadership* 17 (2). p. 179-194. *

Walter, A., Ruiz, Y., Tourse, R., Kress, H., Morningstar, B., MacArthur, B. & Daniels, A. (2017). "Leadership Matters: How Hidden Biases Perpetuate Institutional Racism in Organizations". *Human Services Organizations: Management, Leadership and Governance*, 41:3, 213-221, DOI: 10.1080/23303131.2016.1249584. P. 213-220*

Weinbach, R.W. (2008). Chapter 10, p. 252-278. *

Unit III – Management of Internal Administrative Functions – Dimension, Scope and Issues

Week 5 – Human Resources

Brudney, J. & Meijs, L. (2014). "Models of Volunteer Management: Professional Volunteer Program Management in Social Work." *Human Services Organizations: Management, Leadership and Governance*, 38 (3), P. 297-309.*

Edwards, R. & Yankee, J. (2006). Chapters 7* & 8*.

Findler, L., Wind, L. & Barak, M. (2007). "The Challenge of Workplace Management in a Global Society: Modeling the Relationship Between Diversity, Inclusion, Organizational Culture, Employee Well-Being, Job Satisfaction and Organizational Commitment." *Administration in Social Work*, 31 (3): p. 63-94.

Hester, J. (2013). "The High Cost of Employee Turnover and How to Avoid it" *Nonprofit World*, 31 (3): P. 20-21.*

Knee, T. & Folsom, J. (2012). "Bridging the Crevasse Between Direct Practice Social Work and Management by Increasing the Transferability of Core Skills." *Administration in Social Work* 36 (4). P. 390-408.

Lizano, L. (2015) Examining the Impact of Job Burnout on the Health and Well-Being of Human Service Workers: A Systematic Review and Synthesis, *Human Service Organizations: Management, Leadership & Governance*, 39:3, p.167-181.*

Mastracci, C. (2010). “Nonprofit Management Practices and Work Processes to Promote Gender Diversity”. *Nonprofit Management and Leadership*. 21, (2). P. 155-175.

Meyerson, D.E. & Fletcher, J.K. (2000). “A Modern Manifesto for Shattering the Glass Ceiling”. *Harvard Business Review*, 78 (1) 126-136.*

Mor Barak, M. (2015). “Inclusion is the key to diversity management, but what is inclusion?” *Human Services Organizations: Management, Leadership & Governance* 39 (2), P. 83-88.*

Nguyen, B. (2008). “Tomorrow’s workforce: The needs for immigrant workers and strategies to retain them.” *Public Personnel Management*. 37 (2). P. 175-184.

Noe, R. A., Hollenbeck, J. R., Gerhart, B. & Wright, P. M. (2007). *Fundamentals of Human Resource Management*. 2nd Ed. Boston: McGraw-Hill. Chapter 1, p. 1-28.*

Nonprofit World (2017) “How to Overcome Your Top Four HR Challenges”. *Nonprofit World* 35 (1) p. 22-23*

Schweitzer, D., Chianello, T. & Kothari, B. (2013). “Compensation in Social Work: Critical for Satisfaction and a Sustainable Profession”. *Administration in Social Work*, 37 (2): p.147-157.

Tulgan, B. (2017). “The Great Generational Shift: How Will it Transform Your Workplace” *Nonprofit World* 35 (1), p.20-21.*

Vinton, L. (2012). “Professional Administration of Volunteer Programs Now More Than Ever: A Case Example”. *Administration in Social Work*, 36 (2): p.133-148.

Wirtenberg, J. (2007). “The Five HRPS Knowledge Areas.” *Human Resource Planning*, 30 (1), 5.*

Assigned Papers and Presentations Due Relative to Analysis of Case Situation from Required Text.

Week 6 – Budget and Finance

Berman, H. (2010). *Making a Difference: The Management and Governance of Nonprofit Organizations*.” Rochester, NY: CCE Publications. Chapter 12, p. 171-189.

Edwards, R. & Yankee, J. (2006). Chapters 12.*

Golensky, M. & Mulder, C. (2006). “Coping in a Constrained Environment: Survival Strategies of Nonprofit Organizations. *Administration in Social Work*, 30 (3), p. 5-24. *

Lewis, J., Lewis, M., Packard, T. & Souflee, F. (2007). Chapter 8, p. 169-192*

Lin, W. & Wang, Q. (2016). “What Helped nonprofits Weather the Great Depression?” *Nonprofit Management and Leadership* 26 (3), p. 257-276.*

Mayers, R.S. (2004). *Financial Management for Nonprofit Human Service Organizations*. Springfield: Charles C. Thomas. Chapters 1 and 4.

Stid, D. & Seldon, W. (2012). “5 Ways to Navigate the Fiscal Crisis.” *Stanford Social Innovation Review* 10 (1). P. 36-41.*

Week 7- Information Technology

Assigned Papers and Presentations Due Relative to Analysis of Case Situation from Required Text.

Carrilo, T. (2005). “Management Information Systems: Why are They Underutilized in the Social Services?” *Administration in Social Work*, 29 (2): pp.43-61.

Cortes, M. & Rafter, K. (2007). *Nonprofits & Technology: Emerging Research for Usable Knowledge*. Chicago: Lyceum Books, Inc. Chapters 1 & 4, pp. 3-20, & 51-67.*

Edwards, R. & Yankee, J. (2006). Chapter 15*.

Gillingham, P. (2016). “Electronic Information Systems and Human Service Organizations: The Needs of Managers.” *Human Services Organizations: Management, Leadership and Governance*, 40 (1). P. 51-61*.

Gillingham, P. (2014). “Repositioning Electronic Information Systems in Human Service Organizations”. *Human Services Organizations: Management, Leadership and Governance*, 38 (2), P. 125-134*

Goldkind, L. (2015). "Social Media and Social Service: Are Nonprofits plugged into the Digital Age?" *Human Services Organizations: Management, Leadership and Governance*, 39 (4). P. 380-396.*

Liddle, E. (2015). "The Cloud: Software Transformation and Evolution of the Workforce". *Nonprofit World* 33 (1), pp. 4-5

Waldman, W. (2016). "The Applications of Information Technology to the Human Services: Challenges and Opportunities" *Human Services Organizations: Management, Leadership and Governance*, 40 (5) P.441-443.*

Week 8 – Line and Administrative Supervision and Performance Management

Assigned Papers and Presentations Due Relative to Analysis of Case Situation from Required Text.

Bainbridge, K. (2016). "Managing Performance Management". Supervision 77 (6), P. 8-11).*

Becker, B., Antuar, N. & Everett, C. (2011). "Implementing an Employee Performance Management System in a Nonprofit Organization." *Nonprofit Management and Leadership*, 21 (3), p. 255-271.

Kadushin, A. (2002). *Supervision in Social Work*. New York: Columbia University Press. Chapters 1 and 2, P. 1-78.

Kim, H., & Stoner, M. (2008). "Burnout and Turnover Intention among Social Workers: Effects of Role Stress, Job Autonomy and Social Support". *Administration in Social Work*, 32 (3): P. 5-24.

Houlihan, A. (2016) "The New Melting Pot: Effectively Leading Different Generations". Supervision 77 (6), P. 3-5).*

Lavenant, M. (2010). "The Art of Employee Discipline: How to Retain Control and Increase Production." *Nonprofit World*. 28, (4). P. 22-23.*

Mathis, R. & Jackson, J. (2011). Chapter 10, p.318-355.*

Pecora, P., Cherin, D., Bruce, E. & Arguello, T. (2010). *Strategic Supervision: A Brief Guide for Managing Social Service Organizations*. Thousand Oaks, CA: Sage Publications. Chapter 8, pp. 170 – 190*.

Stanley, T., (2012). "Delegating for Success". Supervision 73 (4), P. 7-10).*

Summers, N. (2010). *Managing Social Service Staff for Excellence: Five Keys to Exceptional Supervision*. Hoboken, NJ: John Wiley & Sons. Chapter 1, pp. 1-14.*

Weinbach, R.W. (2008). *The Social Worker as Manager*. Boston: Allyn & Bacon. Chapter 7, p. 163-195.

Week 9 –The Role and Function of Governance and Management/Governance Relationships

Assigned Papers and Presentations Due Relative to Analysis of Case Situation from Required Text.

Austin, D.M. (2002). Chapter 10, p. 354-395*

BoardSource. (2005). *The Source: Twelve Principals of Governance that Power Exceptional Boards*. Washington, DC: BoardSource.*

Campbell, C. (2015). “Innovations in Governance: Application to Social Work”. *Human Services Organizations: Management, Leadership and Governance*, 39 (4). P. 339-347.*

Eadie, D. (2009). *Extraordinary Board Leadership*. Sudberry, MA: Jones & Bartlett. Chapter 1, P. 1-18.

Edwards, L. (2013). “Build a Team – Not Just a Board.” *Nonprofit World*.31, (3). P.8-9.*

Edwards, R. & Yankee, J. (2006). Chapter 16*.

Golensky, M. (2010). “I’ve Been Thinking About.....Board Recruitment.” *Nonprofit World*. 28, (5). P. 5.*

Ingraham, R. (2003). *Ten Basic Responsibilities of Nonprofit Boards*. Washington, DC: BoardSource.

Jager, U. & Rehli, F. (2012). “Cooperative Power Relations between Nonprofit Board Chairs and Executive Directors”. *Nonprofit Management and Leadership*, 23 (2): P. 219-236.

Jaskyte, K. & Holland, T. (2015) *Nonprofit Boards: Challenges and Opportunities*, *Human Service Organizations: Management, Leadership & Governance*, 39:3, 163-166.*

Marx, J. & Davis, C. (2012). “Nonprofit Governance: Improving Performance in Troubled Economic Times.” *Administration in Social Work*, 36 (1). P. 40-52).

Panel on the Nonprofit Sector. (2007). *Principles for Good Governance and Ethical Practice: A Guide for Charities and Foundations*. Washington, DC: The Independent Sector. Available Electronically at:
[http://www.nonprofitpanel.org/Report/principles/Principles_Guide.pdf]

Sannella, J. (2016). "Board Committees: Essential Elements to Success". *Nonprofit World* 34 (3) p.8-10.*

The Board Source Website [www.boardsource.org]*

The Independent Sector Website [<http://www.independentsector.org/>]

Nonprofit World. (2013). "Harnessing the Internet to Raise Funds". *Nonprofit World*, 31 (2): P. 6-7.*

IV – Conduct of External Functions

**Week 10 – Legislative Relations, Managing Media Relations and Advocacy
Assigned Papers and Presentations Due Relative to Analysis of Case Situation from
Required Text.**

Edwards, R.L. & Yankee, J. (2006). Chapter 5* and 6*.

Haynes, K. & Mickelson, J. (2006). *Affecting Change: Social Workers in the Political Arena*. Fourth Edition. Boston: Allyn & Bacon. Chapter 6, p. 82-95*.

Jones, C. (1983). *How to Speak TV: A Self Defense Manual When You Are the News*. Marathon, FL: Video Consultants.

Web site of New Jersey Legislature [www.njleg.state.nj.us]*

Web site of U.S. Congress [www.thomas.loc.gov]*

Week 11 - Public Relations, Marketing and Fundraising

**Assigned Papers and Presentations Due Relative to Analysis of Case Situation from
Required Text.**

Brown, E. (2007). "Are You Following the 4Cs of Branding?" *Nonprofit World* 25 (3). p. 11-13. *

Borning, C. (2010). "Seven Fundraising Event Strategies for Challenging Times". *Nonprofit World*, 28 (1): p. 6-7.

Edwards, R. & Yankee, J. (2006). Chapter 4*

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Hughes, P., Luksetich, W. & Rooney, P. (2014). "Crowding-Out and Fundraising Efforts". *Nonprofit Management and Leadership*, 24 (4), P. 445-464

Kelley, K.S. (2000).

Kim, P. (2011). "Finding Your Funding Model". *Stanford Social Innovation Review* 9 (4). P. 36-41.*

Lu, J. (2016). "The Philanthropic Consequence of Government Grants to Nonprofit Organizations". *Nonprofit management and Leadership* 26 (4), p. 381-400.*

Miller, D. (2017). "Fundraising: The Skills Needed by Nonprofit Leaders" *Nonprofit World* 35 (2) 16-17*

Perry, G. (2016). "Top 10 Fundraising Trends, Predictions and Tips for the New Year". *Nonprofit World* 34 (1). P.8-9.*

Stelter, N. (2014) "How to Make Your Case for Planned Giving". *Nonprofit World* 32 (1), p. 21.*

Wagner, W. (2016). "The Skill Every Fundraiser Needs: Cultural Wisdom". *Nonprofit World* 34 (3) p. 18-19

Unit V – Crosscut Human Services Management Issues

Week 12 –Contract Management: Issues in Cost Reimbursement Contracts, the Use of Unit Cost and Voucher Methods, Managed Care Frameworks; and, Performance and Outcome Based Models

Collins-Camargo, C., McBeath, B. & Ensign, K. (4) 2011). "Privatization and Performance-Based Contracting in Child Welfare: Recent Trends and Implications for Social Service Administrators". *Administration in Social Work*, 35 (5). P. 494-516.

Lynch—Cerullo, K. & Cooney, K. (2011). "Moving From Outputs to Outcomes: A Review of the Evolution of Performance Measurement in the Human Services Nonprofit Sector." *Administration in Social Work*, 35 (4). P. 364-388. *

Martin, I. (2005). "Performance Based Contracting for the Human Services: Does It Work?" *Administration in Social Work*, 29 (1). P. 63-77. *

Mensing, J. (2017). "The Challenges of Defining and Measuring Outcomes in Nonprofit Human Service Organization". *Human Services Organizations: Management, Leadership and Governance*, 41 (3), p. 207-2012

Mordock, J. (2002). *Managing for Outcomes: A Basic Guide to the Evaluation of Best Practices in Human Services*. Washington, DC: CWLA Press. Chapter 1, pp. 1-34*

Never, N. & de Leon, E. (2014). “The Effect of Government Contacting on Nonprofit Human Services Organizations: Impacts of an Evolving Relationship”. *Human Services Organizations: Management, Leadership and Governance*, 38 (3), P. 258-270.*

Poertner, J., Moore, T. & McDonald, T. (2008). “Managing for Outcomes: The Selection of Sets of Outcome Measures”. *Administration in Social Work*, 32 (4): P. 5-22.

**The Urban Institute (2010). “The 2010 National Survey of Nonprofit Government Contracting and Grants” available electronically at:
<http://www.urban.org/nonprofitcontracting.cfm>**

Trentacosta, J. (2010). “Restructuring Contracts in Stressful Times: Strategies for Successful Contract Negotiation”. *Nonprofit World*. 28, (3). P. 22.*

Watson, D. (2012). “Factors Influencing the Relationship between Contract Providers and a State Funding Agency”. *Administration in Social Work*, 36 (4): P. 343 – 358.*

Week 13 – Managing Organizational Change

Assigned Papers and Presentations Due Relative to Analysis of Case Situation from Required Text.

Beerel, A. (2009). *Leadership and Change Management*. Los Angeles: Sage Publications. Chapter 6, pp. 145-176.

Benton, A. & Austin, M. (2010). “Managing Nonprofit Mergers: The Challenges Facing Human Services Organizations” *Administration in Social Work*, 34 (5): 458-479.

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Week 14 – Conflict Management, Litigation and Minimizing Liability

Assigned Papers and Presentations Due Relative to Analysis of Case Situation from Required Text.

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Unit VI – Summary

Class 15 – Conduct of Final Exam.

Academic Integrity Policy

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to

one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows: *"Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:*

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.*
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.*
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.*
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution".*

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Laura Curran, at lacurran@ssw.rutgers.edu. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

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Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an

intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>

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B.CONFLICT MEDIATION AND RESOLUTION:

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