School of Social Work

SWK 508: 001 82156
SOCIAL WORK SUPERVISION AND ADMINISTRATION
Fall 2016
Monday 1-4 p.m.
Henderson 302--Commerce Campus

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

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Instructor: Dr. Linda Openshaw
Office Location: Henderson 310
Office Hours:
    Commerce: Monday 9-noon, Wednesday 9-noon
    Mesquite Metroplex Campus: Tuesday 9-noon
Contact Information: Best way to contact me is by e-mail:
    Linda.Openshaw@tamuc.edu
    Office Phone: (903) 468-6095

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Overview of Course

COURSE DESCRIPTION:

This practice course provides students with theories and skills needed for direct supervision of line workers, middle and upper management skills in human service organizations. The course addresses relevant theories and models of supervision and administration as well as key ski8lls

needed to perform the functions of supervision and administration in complex organizations. Special attention is given to empowerment theories and the importance of resource development in underserved rural areas.

Course Purpose:

In many cases, advanced generalist practice graduates become administrators at some point in their career. Some are already working in that capacity. In both rural and urban agencies often look for people who can fulfill multiple functions, including the ability to provide leadership. One of the job requirements in such agencies may involve supervising line level employees or serving as an administrator in a small, non-profit organization, while at the same time providing direct services to clients.

COURSE OBJECTIVE(S):

1. Students will learn the knowledge and skills needed to provide leadership in social work organizations.
2. Students will learn how to write a grant/funding proposal for consideration by a governmental or private funding source that targets rural or urban settings.
3. Students will learn to understand the use of self in supervision including the nature and exercise of power and authority, management of time and stress, and the effects of cultural, racial, economic ability and gender diversity in the supervisory process.
4. Students will learn how to apply critical thinking skills to administrative practice.

RELATIONSHIP TO OTHER COURSES:

This course supports the program relating to agency-based practice. Students are introduced to theories and methods of social work supervision of first line workers as well as more general program administration activities related to executive direction ad policy practice. The course complements foundation content relating to organizational theory, and practice with organizations. The course addresses unique aspects of supervision and administration in rural and urbanizing regions. Program development and linking resources are stressed. The course draws from advanced theory about organizations and work groups derived from SWK 507.

PROGRAM GOALS:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.

2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.

3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP).

Competency AGP 2.1.1 Exemplify professional social work behavior and standards

Competency AGP 2.1.2 Apply social work ethical principles to resolve dilemmas and

create positive   change

Competency AGP 2.1.3 Critically analyze practice solutions and

Communicate judgments and reasoning through decision-

making processes

Competency AGP 2.1.4 Demonstrate the ability to build strengths based on mutual

engagement with diverse populations

Competency AGP 2.1.5 Demonstrate commitment to strategies that address

discrimination, reduce disparities, and promote social and

economic justice

Competency AGP 2.1.6 Contribute to evidence-based best practice approaches to

assess and improve effectiveness

Competency AGP 2.1.7 Differentially apply theories and frameworks of HBSE

Competency AGP 2.1.8 Promote social policies to improve service delivery systems

Competency AGP 2.1.9 Use leadership skills to respond, influence, and shape

changing contexts

Competency AGP 2.1.10 Demonstrate autonomy in dynamic practice situations that involve:

2.1.10.1 Relationship-building at all levels of systems

2.1.10.2 Evidence-based assessment tools and intervention approaches

2.1.10.3 Effective intervention with complex problems and prevention strategies

2.1.10.4 Response to the feedback process from interventions

Competency AGP 2.1.11: Develop leadership skills as advanced generalist practitioners to enhance organizations and communities

Competency AGP 2.1.12: Demonstrate innovative problem-solving in social and organizational systems

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that compromise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable components of one for more competencies. Course content and assessment reflect the following practice behaviors:

AGP 2.1.1c adheres to professional roles and boundaries

AGP 2.1.2b strategically uses supervision and consultation to address ethical dilemmas in practice

AGP 2.1.3a Applies professional judgment and reasoning

AGP 2.1.8b Identifies impact of policies from various systems on clients and advocates on behalf of client systems

Course Structure

Texts and Associated Materials

Required Texts:

Kettner, P. M. (2013). *Excellence in human service organization management*. Boston, MA:

Pearson.

Overview of Course Assignments

1. **Personal Supervisory Style Profile (Objective 3)**

Students are to interview a social work supervisor and complete a Leadership Style profile on the supervisor. The profile outline includes personal style, personal range, and personal adaptability. The student will then compare the supervisor's style that he or she interviewed with the student's own leadership style including style, range and adaptability. Be prepared to discuss the results of your profile in class.

Three to five pages in length.

Due: September 19, 2016

2. **Grant Writing and Program Development: Group Project (Objective 2)**

In groups of two or three students, write a formal grant proposal and submit that request to a public or private granting agency using the format/components in handouts given to you by the instructor. This is an actual grant and the proposal is to address a real health or human service needs in Northeast Texas. It may include a request for personnel, equipment, supplies, purchased services or other resources. The beneficiary is to be an existing agency or other organization, e.g., your field agency, your place of employment, or some other social service organization you feel would benefit if new resources were made available to them. If you don't know of an agency that would appreciate your help, check with your instructor. The length of most grant applications is 10 pages, however some granting agencies have a standardized format for submission, which may dictate the length of the grant proposal.

> Students are to provide the instructor with a brief summary of the grant proposal project a minimum of two weeks in advance of the due date. The Instructor will also set aside part of a class session to meet with each group, review their progress, and consult with students regarding progress being made. Each team will give a 20-minute presentation to the class, using members of the class as their "grant review committee," such as those used by most grant-making or public agencies. The presentations will consist of a 15-minute summary of the proposal and five minutes for questions.

Grant Due: October 17, 2016
Grant Presentations Due: October 17, 2016

3. **Administrative Research Paper (Objectives 3 and 4)**

You may select an administrative issue and submit a 10 page, fully-referenced, research paper and give a 20-minute class presentation on same, using power point, written handouts, video clips or other education aids to communicate the subject fully to your colleagues. The topic must be discussed in advance with the instructor to assure it is relevant to the curriculum in this course. It must address some aspect of populations at risk, social justice, or diversity. Some examples of topics follow:

- Leadership: Nature or nurture? Can people be trained/educated in the abilities required to be an effective leader or are those qualities innate?
- Burnout, fact or fiction? How is it that some people (e.g., Gandhi, Martin Luther King, Mother Teresa) never complained of burnout when they experienced many of the conditions such as poor pay, stress and physical environments those are typically associated with burnout.

Throughout this course, other administrative issues will be raised. One of those might be appropriate for a scholarly research paper. If you have an idea for a paper, discuss it with the Instructor.

Date Due: November 14, 2016

Presentations Due: November 14, 2016

4. **Final Examination: Due: November 28, 2016**

Grading Scale

Grant Application and Supporting Documentation	100 points
Grant Presentation:	50 points
Personal Supervisory Style Profile	25 points
Administrative Research Paper	100 points
Examination	100 points
Class Participation Grade	25 points
Total Possible Points	**400 points**

Grade Earned:

360- 400 points = A

320-359 points = C

280-319 points = C

240-279 points = D

Below 240 – Don't go there

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule in conflict will be allowed to prevail.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that

provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Libaray - Room 132
Phone (903)886-5150 or (903) 886-5853
Fax 9903) 468-8148
StudentDisabilityServices@tamuc.edu

Students Responsibilities

Class Attendance and Participation Policy

➢ Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness

➢ Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.

➢ Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.

➢ A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.

➢ The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly (class meets 1X week)	Up to 2 absences: No Penalty	3 absences: 1 letter grade drop	4 absences: Class grade of "F"	
Bi-Weekly (class meets 2X week)	*Up to 3 absences: No Penalty*	*4 absences: 1 Letter grade drop*	*5 absences: 1 Letter grade drop*	6 absences: Class grade of "F"
Summer 10-week	*Up to 1 absence:*	*2 Absences: 1*	*3 absences: Class grade of "F"*	

No Penalty   Letter grade drop

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation
Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics.*

University Code of Conduct *located in the Student Guide Book at* http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf (pp 34- 66). On the University Website under Campus Life Documents
To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.
Department Code of Conduct
 "Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at https://www.socialworkers.org/pubs/code/code.asp) on the NASW website: https://www.socialworkers.org

Approved statement for inclusion in university publications (i.e. Syllabi, Faculty Handbook, Undergraduate and Graduate Catalog, Student Guidebook …)

<div align="center">Campus Concealed Carry</div>

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to ((http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty*.

The School of Social Work follows University Procedure 13.99.99.R0.10 Graduate Student Academic Dishonesty (available at http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf)

Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering the program (Graduate School Catalog p 36)

Technology Mediate Resources

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs

If you believe, you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Many courses use the learning management system to deliver content. Below is information and resources for using eCollege.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check   http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player (version 17 or later) https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - Apple Quick Time   http://www.apple.com/quicktime/download/

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft

Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

• For additional information about system requirements, please see: System Requirements for LearningStudio   https://secure.ecollege.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab.   http://www.tamuc.edu/myleo.aspx

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site http://247support.custhelp.com/

The student help desk may be reached in the following ways:

•   Chat Support: Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.

•   Phone: 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc. Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1.   Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2.   Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3.   Once a helpdesk ticket number is in your possession, students should email me to advise

me of the problem and provide me with the helpdesk ticket number.

4.   I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk. You strongly are encouraged to check for your internet browser compatibility BEFORE the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

Learner Support

The One Stop Shop was created to serve you by providing as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/

The Academic Success Center provides academic resources to help you achieve academic success. http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	**iPhone – Pearson LearningStudio Courses for iPhone** **Android – LearningStudio Courses - Phone**
	Operating System:	**iPhone** - OS 6 and above **Android** – Jelly Bean, Kitkat, and Lollipop OS
	iPhone	https://itunes.apple.com/us/app/pearson-learningstudio-

	App URL:	courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

• View titles/code/Instructor of all Courses enrolled in online

• View and respond to all discussions in individual Courses

• View Instructor Announcements in individual Courses

• View Graded items, Grades and comments in individual Courses

• Grade to Date

• View Events (assignments) and Calendar in individual Courses

• View Activity Feed for all courses

• View course filters on activities

• View link to Privacy Policy

• Ability to Sign out

• Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

Class Schedule

DATE	TOPIC	
Developing a Theory and Philosophy of Management		
August 29	Introduction to the course Syllabus review Instructor will bring in discussion ideas from Dolgoff and Shulman each week along with the assigned class readings.	Assign work groups for grant paper In class one-page autobiograph Personal Leadership Style Test
September 5	**No Class—Labor Day Holiday**	Begin reading Kettner and develop grant ideas.
September 12	Set up Grant Assignments Supervision vs. Management vs. Clinical Supervision Dolgoff Chapter 6Perspectives on Excellence in Management Theories and Developing a Theory for the Management of Human Service Organizations - Management vs. Administration - Organizational Excellence - Leadership Excellence - Management theory	Dolgoff Chapter 6 Kettner, Chapters 1 & 2
Managing the Organization		
September 19	Understanding the Organization from a Systems Perspective - Grant-writing and sources of funding service - External environment	Kettner, Chapter3 & 4 **Work on Grant** **Supervisory Style**

	Internal environment	**Paper Due**
	Using Structure to Facilitate and Support Achievement of the Agency's Mission • Organizational Structure • Boards • Bylaws	
September 26	Using Job and Work Design Creatively to Achieve Maximum Employee Performance • Job and work design • Job responsibilities Promoting Excellence Through Well-Designed Motivation and Reward Systems • Motivational theories • HR Benefits • Enhancing motivation • Burnout	Kettner, Chapter 5 & 6
Managing Data, Information, and Finances		
October 3	**Work on Grants in class**	Work on Grants
Managing Human Resources		
October 10	Using Data and Information to Achieve Excellence and Managing Resources to Support Excellence • Data/Information • Budgeting • Revenue sources Resource allocation	Kettner, Chapters 7-8

October 17	Maximizing Organization Performance through Human Resources Planning • Selecting, hiring, and retaining staff • Human resource law • Using Job Analysis as a Basis for Ensuring Consistency within the Human Resources System • Job analysis • Job description • Job announcements	Kettner, Chapter 9 & 10 **Grants Due** **Grant Presentations begin**
October 24	Grant Presentations	Work on Research Papers Grant presentations if necessary
October 31	Strengthening the Organization through Excellent Recruitment, Selection, and Hiring Practices • Recruitment • Selecting • Interviewing • Hiring Maximizing Employee Potential through Staff Training and Development • Orientation • Training • Career Development	Kettner, Chapter 11 & 12
November 7	CSWE Site Visit—class meeting to be determined	Work on Research Papers
November 14	Supervision, Performance Appraisal, Rewards, and Termination • Functions of supervisor • Ethical Supervision • Corrective hiring • Performance evaluation • Termination Class Evaluations	Kettner, Chapter 13 **Research Papers Due** **Begin Research Presentations**

November 21	Monitoring and Evaluating Organizational Effectiveness • Measuring effectiveness • Outcomes versus outputs • Review for Final Examination Research presentations	Kettner, Chapter 14 **Research Presentations** **Research presentation**
November 28	Course Evaluations Final Examination	**Research Presentations if necessary** **Final Examination**
December 5	**To be determined if more time is needed for research presentations**	

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