

**YESHIVA UNIVERSITY  
WURZWEILER SCHOOL OF SOCIAL WORK**

**ADMINISTRATIVE PRACTICE & POLICY  
Ph.D. PROGRAM IN SOCIAL WELFARE**

**SWK 8681**

**Spring 2019 -Wednesdays 8:00PM-10:00PM (Hybrid)**

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Office Hours: Meetings available on request

***I. COURSE OVERVIEW***

How an organization is managed strongly influences the type, quality, and effectiveness of the services it delivers. This course is designed for the advanced practitioner who occupies or intends to occupy high level management positions. The intent is to provide doctoral-level practitioners with knowledge about and skills in effective leadership and management practices for nonprofit organizations.

How social workers practice, what they do, the resources they have available, the technologies they use, the barriers they face in providing quality services, are all influenced by the organizational setting. Managers of human service organizations (public, nonprofit, and proprietary) influence the quality, effectiveness and efficiency of the services available and provided to clients. The course explores current trends in the economy, philanthropy and the nonprofit sector itself as the context in which social work administration is enacted today. The course will be eclectic in nature, drawing from multiple cases, sources and literatures in search of best practices and ideas in management.

***II. EDUCATIONAL OBJECTIVES***

Knowledge Objectives

1. Knowledge about the environmental context of nonprofit administration and the issues facing nonprofit organizations.
2. To become familiar with a range of strategies and basic management functions to achieve organizational mission, goals and outcomes.
3. To acquire knowledge about how professional and volunteer leadership impact upon organizational climate, operations, and outcomes.

Skill Objectives

1. To gain skill in analyzing organizational environments, structure, processes, service delivery mechanisms, goals, and objectives.

2. To develop how-to skill in concrete areas of practice: managing people, financial resource development, evaluation, people management, governance, and others.
3. To gain skill in exercising leadership to promote excellence, innovation, urgency and meaning.

### **III. COURSE REQUIREMENTS**

#### A. Texts and Readings

##### Required Texts

Collins, J. (2005). Good to Great and the Social Sectors.

Drucker, P.F. (2005). Managing the Nonprofit Organization. Harper.

Drucker, P.F., et al. (2008). The five most important questions you will ever ask about your organization. Jossey-Bass.

Gibelman, M., & Furman, R. (2008). Navigating human service organizations: Essential information for thriving and surviving in agencies. (Second or Third editions). Lyceum.

Green, A., & Hauser, J. (2012). Managing to Change the World. The Management Center and Jossey-Bass.

Levy, Reynold (2008). Yours for the Asking. John Wiley & Son, Inc.

Libby, P. & Deitrick, L. (2017). Cases in Nonprofit Management. Sage.

##### Supplemental Texts

Collins, J. (2001). Good to Great. Harper Collins.

Goleman, D., et al. (2002). Primal Leadership: Learning to Lead with Emotional Intelligence. Harvard Business School Press.

Seltzer, M. (2001). Securing Your Organization's Future. The Foundation Center.

#### B. Assignments

Assignments are designed to enable students to examine real life issues in management practice.

Assignments are intended to be case and problem based explorations enabling the analysis of practice via the literature. It is expected that assigned readings will be reflected in all written assignments. APA style is required for all assignments.

##### Assignment # 1: Initial Goals

This first assignment is a short paper presenting and analyzing a case problem from the student's actual practice. The purpose is to stimulate preliminary discussions about everyday administrative issues, such as how to work with boards; what kinds of management styles exist; what are good manager

characteristics; and what is the role of social work in managing human service organizations. The course recommended readings are to be consulted for this assignment. The paper will be due on Class 3. Length 3 pages approx.

#### Assignment # 2

Peter Drucker was one of the most prolific and prescient thinkers on management, for profit and not for profit. For this assignment, you are asked to read Drucker's book, *The five most important questions you will ever ask about your organization*, and analyze an organization along the lines reviewed in the book.

Include in the discussion a brief organizational overview:

- Type of agency (e.g., not-for-profit, public, proprietary; tax status)
- Brief history of the agency/organization
- Is it accredited and by whom
- Programs offered and types of clients and client problems served
- Primary sources of agency funding
- Size of staff; types of positions, professions represented
- Composition of the board of directors
- Major problems or issues facing the agency at this time

The objective of the assignment is two-fold: to use the Drucker model to deeply analyze the organization; and to offer a critical assessment of the organization on the basis of these five Drucker questions.

Due Class 12. Length: minimum 10-15 pages, double-spaced

#### Assignment #3: Final Reflection

Please write a brief reflective piece on your key learnings from this course. Include an explanation of three ways in which this course changed how you view nonprofit administration (i.e. frameworks you find valuable, perspectives gleaned, etc.), three things you think you will find challenging as you pursue greater levels of leadership and responsibility in nonprofit administration, and three things you will do differently in the future. Due Class 14. Length: minimum 2-3 pages, double-sided.

#### C. Class Participation:

This course will be taught in seminar style and is based on the premise that adult learners are active participants in their educational process. Students will play active roles in leading class discussions and are expected to read assigned literature in advance.

#### D. Grading Policy:

Grades will be based on the University grading system. Students will be evaluated on the basis of:

- Assignment #1: 10%
- Assignment #2: 40%
- Assignment #3: 15%
- Class Participation: 35%

#### E. Course and Instructor Evaluation:

Students will be given the opportunity to evaluate the course. At the end of the semester, students will be given a course/instructor evaluation questionnaire. Evaluation, however, is an ongoing process and students are encouraged to provide feedback throughout the semester.

#### F. Students with Disabilities:

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, (646) 592-4132, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, (646)592-4280, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

#### G. Plagiarism:

Students should remember that the program will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and will be referred to the Director of the Doctoral Program for disciplinary action which may include dismissal from the program.

#### H. E-Reserves:

What is eReserve?

eReserve (Electronic Reserve) is Yeshiva University's on-line web based system used to provide access to journal articles, book excerpts, and other course materials. Most articles listed in each syllabus are available on eReserve. You can access full text articles from your home or from a university computer.

How do I use eReserve?

1. Go to the library's online resources page: <http://www.yu.edu/libraries/>
2. Click on online resources.

3. Click on eReserves
4. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password (obtain this from the library).
5. In the 'search for Courses' box, type in the name of your course.
6. Click on the link to your course.
7. Enter the password given to you by your instructor (ALL UPPERCASE).
8. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
9. When the article text or book record appears on the screen, you can print, email, or save it to disk.
10. If you have any problems, please contact - eres@yu.edu.

I. Health Insurance Portability and Accountability Act (HIPAA):

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, gender is directly related to the case presentation it can be included if it will not allow for identification.

## **COURSE SCHEDULE**

### **Class 1: Introduction & Overview**

### **Classes 2 and 3: Nonprofits and Vision, Mission and Goals**

Gibelman, M., & Furman, R. (2008). Navigating human service organizations: Essential information for thriving and surviving in agencies. – Chapter 1 “Getting to Know the Human Service Organization” and Chapter 2 “Distinguishing Features of Organizations”

Drucker, P.F. (2005). Managing the Nonprofit Organization. Harper.

### **Class 3: Nonprofits and Vision, continued.**

Drucker, P.F., et al. (2008). The five most important questions you will ever ask about your organization. Jossey-Bass.

### **Classes 4 and 5: Managing: The People, The Work, and Yourself**

Green, A., & Hauser, J. (2012). *Managing to Change the World*. The Management Center and Jossey-Bass.

Gibelman, M., & Furman, R. (2008). *Navigating human service organizations: Essential information for thriving and surviving in agencies*. – Chapter 5 “Supervision within the Organizational Setting”

Nieto-Rodriguez, A. (2016). “How to Prioritize Your Company’s Projects.” *Harvard Business Review*. December 13, 2016. Retrieved from [https://hbr.org/2016/12/how-to-prioritize-your-companys-projects?utm\\_source=twitter&utm\\_medium=social&utm\\_campaign=harvardbiz](https://hbr.org/2016/12/how-to-prioritize-your-companys-projects?utm_source=twitter&utm_medium=social&utm_campaign=harvardbiz)

Buckingham, Marcus and Ashley Goodall. "Reinventing Performance Management: How One Company Is Rethinking Peer Feedback and the Annual Review, and Trying to Design a System to Fuel Improvement." *Harvard Business Review*, no. 4, 2015, p. 40. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.410513902&site=eds-live&scope=site.

Cross, Rob, et al. "Collaborative Overload: Too Much Teamwork Exhausts Employees and Saps Productivity. Here's How to Avoid It." *Harvard Business Review*, no. 1-2, 2016, p. 74. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=edsggo&AN=edsgcl.438632758&site=eds-live&scope=site.

### **Class 6: Governance and the Board**

Nadler, D. (2004). Building better boards. *Harvard Business Review* 82, 5 (May): 76-85.

Silverman, L. and Taliento, L. (2006). What business execs don’t know – but should – about nonprofits. *Stanford Social Innovation Review* 4, 2 (Summer): 36-43.

Jansen, P.J. and Kilpatrick, A.R. (2004). The dynamic nonprofit board. *The McKinsey Quarterly* 2. Retrieved from [http://www.mckinseyquarterly.com/article\\_print.aspx?L2=33&L3=0&ar=1407](http://www.mckinseyquarterly.com/article_print.aspx?L2=33&L3=0&ar=1407)

Gibelman, M., & Furman, R. (2008). *Navigating human service organizations: Essential information for thriving and surviving in agencies*. – Chapter 4 “Who Has the Power? Roles in Human Service Organizations”

### **Classes 7 and 8: Resource Development & Management**

Levy, Reynold (2008). *Yours for the Asking*. John Wiley & Son, Inc.

Gibelman, M., & Furman, R. (2008). *Navigating human service organizations: Essential information for thriving and surviving in agencies*. – Chapter 3 “How Organizations Are Funded”

Libby, P. & Deitrick, L. (2017). *Cases in Nonprofit Management*. Chapter 9- “Generating Revenue” & Chapter 10 “Financial Management”

“Giving USA 2018: Americans Gave \$410.02 Billion to Charity in 2017, Crossing the \$400 Billion Mark for the First Time” <https://givingusa.org/giving-usa-2018-americans-gave-410-02-billion-to-charity-in-2017-crossing-the-400-billion-mark-for-the-first-time/>

### **Class 9: Marketing**

Christiano, A. and Neimand, A. (2017). Stop Raising Awareness Already. *Stanford Social Innovation Review* 15, 2 (Spring)

Libby, P. & Deitrick, L. (2017). Cases in Nonprofit Management. Chapter 8- “Public Relations and Marketing”

### **Class 10 and 11: Leadership**

Heifetz, R.A. and Linsky, M. (2002). A survival guide for leaders. *Harvard Business Review*, 80, 6 (June): 65-74.

Hesselbein, F. (1996). Managing in a world that is round. *Leader to Leader Journal* 2 (Fall). Retrieved from <http://www.leadertoleader.org/managing-in-a-world-that-is-round-by-frances-hesselbein/>

Ibarra, H. (2015) "The Authenticity Paradox: Why Feeling Like a Fake Can Be a Sign of Growth." *Harvard Business Review*.

### **Class 12: Accountability and Ethics**

Ebrahim, Alnoor S. "The Many Faces of Nonprofit Accountability." Harvard Business School Working Paper, No. 10-069, February 2010. Retrieved from <http://www.hbs.edu/research/pdf/10-069.pdf>.

Rhode, D.L. and Packel, A.K. (2009). Ethics and nonprofits. *Stanford Social Innovation Review* 7, 3 (Summer); 28-35.

### **Class 13: Innovation**

Collins, J. (2005). Good to Great and the Social Sectors.

Van Alstyne, Marshall W., et al. "Pipelines, Platforms, and the New Rules of Strategy: Scale Now Trumps Differentiation." *Harvard Business Review*, no. 4, 2016, p. 54. EBSCOhost, [search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.447927016&site=eds-live&scope=site](http://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.447927016&site=eds-live&scope=site).

Cross, Rob, et al. "Collaborative Overload: Too Much Teamwork Exhausts Employees and Saps Productivity. Here's How to Avoid It." *Harvard Business Review*, no. 1-2, 2016, p. 74. EBSCOhost, [search.ebscohost.com/login.aspx?direct=true&db=edsggo&AN=edsgcl.438632758&site=eds-live&scope=site](http://search.ebscohost.com/login.aspx?direct=true&db=edsggo&AN=edsgcl.438632758&site=eds-live&scope=site).

Tantia, P. (2017). The New Science of Designing for Humans. *Stanford Social Innovation Review* 15, 2 (Spring)

Stuart, G, de Jong, J. and Kaboolian, L. (2017). Embedding Education in Everyday Life. *Stanford Social Innovation Review* 15, 2 (Spring)

Phills Jr, J, Deiglmeier, K, and Miller, D.(2008) Rediscovering Social Innovation. *Stanford Social Innovation Review* (Fall)

Hamel, G. (1996). Strategy as Revolution. *Harvard Business Review* (July/August)

Christensen, C., Raynor, Michael, and McDonald, R. (2015). What is Disruptive Innovation? *Harvard Business Review* (December)

<https://hbr.org/2015/12/what-is-disruptive-innovation>

#### **Class 14: Measuring Impact and Conclusion**

Neuhaus, T. and Kanok, J. (2016). Data as a Means, Not an End: A Brief Case Study. *Stanford Social Innovation Review*

[https://ssir.org/articles/entry/data\\_as\\_a\\_means\\_not\\_an\\_end\\_a\\_brief\\_case\\_study](https://ssir.org/articles/entry/data_as_a_means_not_an_end_a_brief_case_study)

Christensen, C.M. (2010). How will you measure your life. *Harvard Business Review*, 88, 7/8 (July/August): 46-51.