

# HUS 4804 MANAGEMENT CONCEPTS IN HUMAN SERVICES

Fall 2018 – Summer 2019

**NEW YORK CITY COLLEGE OF TECHNOLOGY  
CITY UNIVERSITY OF NEW YORK  
HUMAN SERVICES DEPARTMENT  
(718) 260-5135**

Section Number: \_\_\_\_\_ Instructor: \_\_\_\_\_

Email Address: \_\_\_\_\_ Office Hours: \_\_\_\_\_

**HUS 4804 Management Concepts in Human Services  
3 cl hrs, 3 cr  
Prerequisite: HUS 2405**

**Course Description:** This course examines the nature of human services management, program planning and administration. Special attention is given to the concepts and practice skills of various organizational and program management models including program planning budgeting system, management by objective, cost-benefit analysis, zero-base budgeting and total quality management. Emphasis is placed on management efforts that make human services organizations and programs more efficient, effective and humane in the delivery of health and social services.

**Required Text:**

Brody, R. & Nair, M. (2014). Effectively managing and leading human service organizations (4th ed.). Thousand Oaks, CA: Sage Publications.

Research Guide for Human Services <http://libguides.citytech.cuny.edu/humanservices>

**Course Requirements:**

- Attendance as described in the college catalogue
- Midterm examination
- Term project: written (APA Style) and oral presentation
- Final examination
- Compliance with course, department, and college policies
- Compliance with CUNY's Policy on Academic Integrity

**Grading:** Passing grade is C or better.

Midterm examination	30%
Term project- written and oral presentation	30%
Final examination	30%
Punctuality, Participation, Demeanor	10%

**Instructional/learning methods:** Lectures, group projects, case studies, discussions, class presentations.

### **Course Objectives:**

**Knowledge:** Upon completion of this course students will:

	<b>Knowledge: value knowledge and learning</b>	<b>Measurable Outcomes</b>
1.	Explain the role of a manager in a human service organization.	In midterm exam students will be able to describe the manager's role in a human services organization.
2.	Demonstrate an understanding of management organizational theories.	In midterm exam and weekly discussions, students will be able to demonstrate competency relating to management organizational theories.
3.	Explain the importance of structure and options for departmentalization.	In midterm exam, students will demonstrate understanding of departmentalization.
4.	Explain the concepts of job and work design and redesign.	In midterm exam, students will discuss their knowledge on job and work design and redesign.
5.	Demonstrate an understanding of the major theories of motivation and rewards.	In midterm exam, students will demonstrate their understanding of the major theories of motivation and rewards.
6.	Understand and use quantitative and qualitative analysis to solve problems.	In final exam, students will indicate the data needed by constituents.
7.	Evidence an understanding of program budgeting.	In final exam, students will discuss the importance of program budgeting.
8.	Demonstrate an understanding of the significance of human resource planning, recruitment, training, and supervising.	In final exam, students will describe effective methods of human resource management
9.	Explain the difference among job analysis, job description, and job specifications	In final exam, students will compare and contrast jobs analysis, job description, and job specifications.
10.	Evidence an understanding of sound recruitment practices	In final exam, students will describe effective recruitment practices.
11.	Discuss the process of maximizing employee potential through training and development.	In final exam, students will demonstrate their knowledge of training and development.
12.	Describe the components of monitoring and evaluating organizational efforts and accomplishments.	In final exam, students will demonstrate their knowledge of evaluation within an organization.

**Skills:** Upon completion of this course students will be able to:

	<b>Skills: Acquire and use the tools needed for communication, inquiry, analysis, and productive work</b>	<b>Measurable Outcomes</b>
1.	Write a mission statement for human service organizations.	In term paper, students will state the mission of agency.
2.	Analyze an organizational chart for a human service organization.	In term paper, students will provide an organizational chart of selected agency.
3.	Assess internal and external systems and subsystems of human services organizations.	In term paper, students will utilize the text to assess (sub) systems of selected agency.
4.	Apply job-design concepts to a specific organization and job.	In term paper, students will apply job-design concepts to a role in selected agency.
5.	Identify reward systems within a human service organization.	In midterm exam, students will identify rewards used in an agency.
6.	Create an illustration of line item, functional, and program budgets.	In classroom activities and assignments, students will create an illustration of line item, function, and program budgets.

**Values:** Upon completion of this course students will have:

	<b>Understand and apply values, ethics and diverse perspectives in personal, professional, civic, and cultural/global domains</b>	<b>Measurable Outcomes</b>
1.	Demonstrate the values and attitudes of the human service profession.	In class presentation and discussions, students will demonstrate their level of respect for their colleagues.
2.	Demonstrate respect for differences in culture, race/ethnicity, religion, gender, sexual orientation, age, and disabilities	In class discussions and presentation, students will demonstrate cultural awareness
3.	Appreciate change as vital and essential to the maintenance and growth of institutions.	In class discussions and presentation, students will demonstrate their appreciation for change as part of institutional development.
4.	Believe in the inherent competencies and resources of individuals and of organizations and their potential to change and improve.	In class discussions and presentation, students will reflect their understanding of the value of individuals and organizations.
5.	Commit to work collaboratively in planning and implementing programs.	Students will work collaboratively in small groups to discuss the planning and implementation of programs.
6.	Commit to ongoing self-development and professionally in the classroom. Students will be expected to participate in classroom discussions.	Students' attendance and demeanor will be reflected in their class attendance and participation grade.

## HUS 4804 MANAGEMENT CONCEPTS IN HUMAN SERVICES

### READINGS AND ASSIGNMENTS\*

Session	TOPIC	Readings*
<b>1</b>	Course requirements, course policies, CUNY Policy on Academic Integrity  Lecture: Leading the organization: Challenges and competencies	Syllabus  Chaps. 1
<b>2-3</b>	Strategic planning; Designing and developing consumer oriented programs; Action plans and problem solving	Chaps. 3-4
<b>4-6</b>	Human resource management, supervision, assessment, and evaluation; Time management	Chaps. 5 - 8
<b>7</b>	<b>1<sup>st</sup> period: Mid-term exam on chapters 1 - 8</b>  2 <sup>nd</sup> period: Updates on term project	
<b>8</b>	Management Skills: Making meetings productive; Improving communication and handling conflicts; Team and coalition building; Working with the board	Chaps. 9-12
<b>9-10</b>	Managing the organization's finances and strategic resource development	Chaps. 13-14
<b>11- 12</b>	Evidence-based management; Ethical dilemmas in management, Humanizing the organization	Chaps. 17-19
<b>13</b>	<b>Written project due; Class presentations</b>	
<b>14</b>	Class presentations; Recap	
<b>15</b>	<b>Final Exam</b>	

\* As per Human Services Department's Curriculum Committee, instructors may add assignments and set due dates but may not change the requirements for this course. Instructors will provide students with a description of his/her grading method(s).

## HUS 4804 TERM PROJECT

This project is an application of knowledge, values, and skills relevant to the management of human service organizations. Your answers should be based on your experiences and observations of management practices in the human service organization where you serve(d) as an intern or employee. You will need a copy of the agency's organizational chart and the mission and vision statements. Your answers must be supported by content from the textbook and other assigned readings.

### **Written paper**

#### **Part 1:** Agency's mission and management philosophy. (2 pages)

- State the mission of the agency and describe its management philosophy.
- Insert a copy of your agency's organizational chart. Delete all names from the chart but leave the job titles and names of departments and programs.
- Examine the organizational chart and describe how the agency uses its **formal structure**, including its Board of Directors, to achieve its mission.
- Critique the organization's effectiveness in communicating its mission to stakeholders and managing stakeholder relationships.
- Use content from the text and other reading assignments to support your critique.

#### **Part 2:** Management practices (3 pages including organizational chart)

- Describe 2 or 3 management practices used by the organization that reflect "effective management".
- Describe one (1) ineffective management practice used by the organization and what you would do to improve it.

#### **Part 3:** Conclusion (1 page)

Reflect on lessons learned this semester and on your readiness to manage a human service organization.

**The written term paper is due on the 12<sup>th</sup> week of classes. Please observe APA Style formatting for academic papers.**

### **Class presentation**

The oral presentation must be based on the written paper and presented from an **outline**. The outline for the oral presentation is due on the 12<sup>th</sup> week of classes with the written paper. Do not staple the outline to the paper. Additional instructions will be provided by the professor.

Note: Your professor may expand on this assignment.

## Print and electronic resources

- AbuKhalifeh, A., & Som, A. (2013). The antecedents affecting employee engagement and organizational performance. *Asian Social Science*, 9(7), 41-46. doi:10.5539/ass.v9n7p41
- Almond, & Xia. (2017). Do nonprofits manipulate investment returns? *Economics Letters*, 155, 62-66.
- Allen, J.M. & Sawhney, R. (2014). *Administration and management in Criminal Justice*. Thousand Oaks, CA: Sage Publications
- Burghardt, S. and Tolliver, W. (2013). *Stories of Transformative Leadership in the Human Services: Why the Glass Is Always Full*. Thousand Oaks, CA: Sage Publications
- Cheung, K., & Duan, N. (2014). Design of implementation studies for quality improvement programs: effectiveness--cost-effectiveness framework. *American Journal of Public Health*, 104(1), e23-e30. doi:10.2105/AJPH.2013.301579
- Free Management Library (nd). Retrieved April 10, 2017, from <http://managementhelp.org/aboutfml/copyright.htm>
- Harley-McClaskey, D. (2016) *Developing Human Service Leaders*. Thousand Oaks, CA: Sage Publications
- Kettner, P. (2013). *Excellence in Human Service Organization Management*, (2<sup>nd</sup> ed.) Carmel, Ind: Pearson Publications
- Korzynski, P. (2013). Employee motivation in new working environment. *International Journal of Academic Research*, 5(5), 184-188. doi:10.7813/2075-4124.2013/5-5/B.28
- Mintz, J. (2013). Financial improvement: A super vitamin for Human Services. *Policy & Practice (19426828)*, 71(3), 8-38.
- Neesham, C., McCormick, L., & Greenwood, M. (2017). When Paradigms Meet: Interacting Perspectives on Evaluation in the Non-Profit Sector. *Financial Accountability & Management*, 33(2), 192-219.
- Patti, R. J. (2018) . *The Handbook of Human Services Management*. (2<sup>nd</sup> ed.) Thousand Oaks, CA: Sage Publications
- Plaskow, D. (2016). Joining up: The Baby Boomer/millennial membership paradox. *The Non-profit Times*, 30(6), 8.
- Sanchez, M. (2013). Maturing toward enterprise organization development capability. *OD Practitioner*, 45(4), 49-54
- Schumacher, S. (2013). Set your employees up for success with new assignments. *Rock Products*, 116(1), 32-33.
- Søilen, K., & Tontini, G. (2013). Knowledge management systems and human resource management policies for innovation benchmarking: A study of ST Ericsson. *International Journal Of Innovation Science*, 5(3), 159-172. doi:10.1260/1757-2223.5.3.159
- Stack, L. (2013). Managing effectively without micromanaging. *T+D*, 67(4), 102-104.

Watson, L. D. and Hoefler, R. A. (2014). *Developing Nonprofit and Human Service Leaders Essential Knowledge and Skills*. Thousand Oaks, CA: Sage Publications

Weinbach R. W. and Taylor, L. M. (2015). *The Social Worker as Manager: A Practical Guide to Success*. (7<sup>th</sup> ed.). Carmel, Ind: Pearson Publications

## **ACADEMIC INTEGRITY STANDARDS**

### **CUNY Policy on Academic Integrity**

**I. Academic Dishonesty** is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension and expulsion.

**A. Definitions and Examples of Academic Dishonesty.**

**1. Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list.

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take-home assignment or examination.
- Using notes during a closed-book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

**2. Plagiarism** is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

**Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

**Obtaining Unfair Advantage** is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

### **3. Falsification of Records and Official Documents**

The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.