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Assessing Recent Textbooks and Casebooks in Human Service Administration: Implications and Future Directions

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ABSTRACT. Little attention has been given to assessing texts currently available to students of social work administration. This article evaluates twelve books in the field including descriptive findings related to audience, structure, definitions, managerial practice, and knowledge acquisition and skill development. The analysis utilizes an eleven-role framework to assess the relationship between the contents of the books and an empirical description of managerial work in the human services. The article concludes with a set of interpretations related to the balance between knowledge and skills, the degree to which theory informs practice, the use of empirical findings about practice, and the nature of learning strategies that include case-based and problem-centered learning. *[Article copies available for a fee from The Haworth Document Delivery Service: 1-800-HAWORTH. E-mail address: <docdelivery@haworthpress.com> Website: <<http://www.HaworthPress.com>> © 2004 by The Haworth Press, Inc. All rights reserved.]*

KEYWORDS. Pedagogical approaches, managerial education, learning theory, skill development, textbooks

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Social work faculty members who specialize in teaching administrative or macro practice find themselves on a continuous search for new materials to enhance student learning. This search is complicated by the rising prices of textbooks, the struggle to minimize student expenditures through the use of reprints, and the level of experience that students bring to the classroom. The limited number of textbooks and casebooks is a result of the small market of purchasers, the extensive investment required of faculty to write or compile such books, and the changing nature of practice that requires elaborating both the breadth and depth of the subject matter. In light of all these complexities, it is amazing that any textbooks or casebooks are written at all.

The primary goal of this analysis is to describe recent textbooks and a casebook in order to begin to identify major implications and future directions for the development of curriculum materials that are as attentive to current theories of how learning occurs as they are to the substantive content to be taught. Implicit in this goal is the realization that future authors of textbooks and casebooks may be guided by the findings that relate to new or different ways of conceptualizing the learning process and developing educational materials.

A secondary goal of this article is to provide faculty with summary information on available texts. The framework used for describing the books includes the following elements: (1) organization of the textbook or casebook, (2) definitions of management or administration, (3) implicit and explicit target audiences, (4) theories discussed, (5) major theme(s), (6) explication of human service agency structures, (7) delineation of human resource issues, (8) inclusion of management information systems issues, (9) incorporation of financial management issues, and (10) focus on skill development related to management tools and learning activities. For the twelve books, the summary information on the ten elements in the descriptive framework is located in the Appendix.

METHODS

This analysis is based on the review of eleven textbooks and one casebook published during the past decade (1992-2002) for the expressed purpose of educating future and current social work students specializing in administration. In terms of authorship, three of the eleven textbooks and the casebook are edited works. While our inquiry was not exhaustive, we think that we have captured the universe in this specialized area of publishing. Our search did not include texts on administration in specialized settings such as health care, child welfare, or gerontology. Similarly, texts focused on a specific area of management, such as planning or financial management, were not included. We also did not include textbooks or casebooks that focus on macro practice because they emphasize

generalist social work practice for all MSW students rather than the specialized practice of administration selected by a smaller group of MSW students.

The authors of this analysis divided the review process in such a way that each book had a primary and secondary reviewer. The elements in the framework used to review books were chosen because they represent major categories in graduate courses used to teach management practice. The terms management and administration are used interchangeably in this article.

DESCRIPTIVE FINDINGS

The major findings are divided into five categories: (1) book audience, (2) book structure, (3) definitions of administration, (4) reflections of managerial practice, and (5) nature of knowledge acquisition and skill development.

Audience

Most of the textbook and casebook authors are explicit about their desire to reach students of administration. For this article, we further subdivided the audience into four categories related to introductory and advanced content. The first audience can be defined as beginners or those seeking an introduction to social work administration. Three of the textbooks appear to fall into this category and all are in their third edition (Lewis, Lewis, Packard, & Soufflee, 2001; Skidmore, 1995; Weinbach, 1998). It also appears that these textbooks were designed to reach a wider audience than students of administration such as students with either clinical or direct service career interests. A second audience appears to be social work students who are specializing in administration with little formal preparation. Three of the eleven textbooks appear to fall into this category (Brody, 2000; Ginsberg & Keys, 1995; Rapp & Poertner, 1992). While it is more difficult to categorize the audience for the one casebook that was reviewed (Mayers, Soufflee, & Schoech, 1994), the brief case vignettes appear to be introductory and therefore the first and second audiences might represent the best fit.

A third audience includes social work students in administration and experienced administrators. Two of the eleven textbooks appear to fall in this category as they seek to capture the breadth of administrative practice (Edwards, Yankey, & Altpeter, 1998; Kettner, 2002). The fourth and final audience appears to be advanced students of social work administration whose experience and education have equipped them to address in depth the philosophical, theoretical, and historical aspects of this practice area (Lohmann & Lohmann, 2002; Patti, 2000, Austin, 2002). These two designations of audiences, namely introductory and advanced, appear to reflect the growing specialization of the MSW curricula

where all students learning about generalist social work practice might be exposed to administration through introductory texts and students specializing in administration might use the introductory texts along with the texts that reflect more advanced content.

Structure

When assessing the structure of the twelve books, there appears to be more of a focus on categories of knowledge or practice than on an overall organizing framework. The one exception is the edited text (Edwards et al., 1998) that uses Quinn's (1988) competing values framework of boundary spanning, human relations, coordinating, and directing. Most authors used multiple categories to capture the knowledge components of management or administration. These categories included (1) defining practice historically and its value base, (2) relevant theories to inform practice, (3) major practice domains (human resources, management information systems, financial management, etc.), and (4) critical practice issues. While many of the structures were clear, an explicit rationale for content chosen for inclusion was seldom offered (e.g., why a chapter on "writing effectively" but not content on management information systems?). In addition, there is also little reference in the textbooks to the research on the nature of administrative/managerial practice.

In addition, some texts had explicit overarching themes, such as client-centered administration (Rapp & Poertner, 1992) and managerial excellence (Kettner, 2002), that provided a framework that was reinforced and connected to each chapter. Other examples of over-arching themes included Mayers et al.'s (1994) "Human Services Management Model" and the focus on "new management" as described by Ginsberg and Keys (1995).

Definitions

Some texts included explicit definitions of administration or management while others implied that the array of topics covered in the book represented the sum total of how administration or management is defined. The following are samples of the explicit and implicit definitions found in the texts.

1. Effective management provides both visionary leadership and day-to-day administrative direction (Brody, 2000).
2. Administration is the executive level of policy making, and management is policy implementation (Kettner, 2002).
3. Social administration is the design and implementation of client-serving programs within human service organizations (Rapp & Poertner, 1992).

4. Management is an array of functions that are performed by social workers at all levels of a human service organization and are designed to facilitate the accomplishment of organizational goals (Weinbach, 1998).
5. Social administration includes management, leadership, decision making, and institution building (Lohmann & Lohmann, 2002).
6. Management is comprised of competing values in the areas of boundary spanning, directing, coordinating, and human relations (Edwards et al., 1998).
7. Management is a set of systems and processes designed to help employees accomplish individual and organizational goals (Lewis et al., 2001).
8. Social work administration is the process of transforming social policies into social services by all staff (Skidmore et al., 1995).
9. Human services management involves a wide variety of organizational structures through which very diverse technologies are used to produce human services that directly affect the quality of life of individuals and families (Austin, 2002).

In some textbooks administration and management are used interchangeably (Patti, 2000), while in others administration specifically refers primarily to executive positions (Kettner, 2002). In yet another textbook, management refers to internal organizational concerns and is subsumed as one dimension under social administration (Lohmann & Lohmann, 2002). Yet another focus on management features external concerns as described through a comprehensive social, political and economic description and analysis of the forces shaping human service organizations and the work of their managers (Austin, 2002). This array of definitions suggests the need for further discussion and clarification of how administration and management are defined in social work practice. Like the earlier debates about the nature of social casework dating back to the Milford Conference in the 1920s, the definition of administration and management in 21st century human service organizations may warrant similar attention.

Managerial Practice

While there does not seem to be any clear consensus on what constitutes the key elements of administrative or managerial practice, virtually all the textbooks addressed human resources and financial management. Many of the textbooks either included minimal content on management information systems and organizational structure or did not address these areas at all. The depth of discussion varied considerably among the textbooks. There was also considerable variability in referencing the empirical research on the nature of managerial work with some texts such as Patti's citing recent findings from research from business, social work, sociological, and psychological literatures while others such as Brody using multidisciplinary literature that tends to be descriptive.

Knowledge Acquisition and Skill Development

The textbooks share the goal of providing cognitive or content-oriented learning with an emphasis on *understanding* management principles, concepts, and processes. Some authors like Lewis et al. (2001) and Brody (2000) include discussion questions at the end of chapters whereas others do not. Discussion questions can be a useful way of fostering the active learning needed to acquire knowledge, insight, and understanding (McKeatchie, 2002). Texts vary also in the attention given to different learning styles with some (Brody, 2000; Rapp & Poertner, 1992) providing many exemplars that increase the accessibility of the material to visual and multi-modal learners (Fleming, 2001).

There is also considerable variation among the texts regarding the educational goal of increasing student skills in *applying* their understanding through the development of problem-solving and behavioral skills. Cases and exercises, including “in-basket” problems and role-playing move beyond knowledge acquisition to enhancing behavioral competencies. Some texts, such as Rapp and Poertner (1992), include a detailed exemplar while others such as Weinbach (1998) include short case examples throughout the text. Others such as Edwards et al. (1998) make an effort to include cases to support skill learning as well as experiential exercises for skill practice. In contrast, the casebook reviewed included only cases for skill analysis and ignored substantive content to support skill learning as well as exercises and simulations that would support the practice, application, and generalization of skills (Mayers et al., 1994). While the casebook authors note that a management text is needed to supplement the casebook, the likelihood that two unrelated texts would sequence and support each other in an integrated manner seems limited and would still leave a gap in learning activities that support skill practice and application. There are a number of business management texts such as Whetten and Cameron (2002) and Shani and Lau (2000) that balance the integration of theory and practice, and understanding and application, but this seems to be lacking in the texts reviewed.

ANALYTIC FINDINGS

Based on the description of each textbook and casebook, we made judgments about the degree to which it reflected significant attention to the empirically derived domains of practice identified by Menefee (2000). “Significant attention” is defined as a chapter or equivalent to a chapter in page length. Menefee’s domains of administrative practice include leadership roles (boundary-spanner, innovator, organizer, team-builder/leader), *interactional roles* (communicator, advocate, supervisor, facilitator), and *analytic roles* (resource administrator, evaluator, policy practitioner)

(see Figure 1 for full definitions of these roles). Figure 2 identifies our assessment of “significant attention” regarding the role content for each book reviewed.

Given the lack of precision in briefly describing entire books and the potential that others might reach different conclusions, an analysis by other educators would be beneficial. Some of the roles are quite behaviorally specific (e.g., supervisor, evaluator) whereas others, like innovator, reflect an orientation towards a management function, are more diffuse and therefore more difficult to assess.

FIGURE 1. Definitions of Administrative Roles Used for Content Analysis

Leadership roles

1. *Boundary-Spanner*. Managing relationships, networking, influencing others to foster interorganizational relationships, developing partnerships, and integrating service delivery systems.
2. *Innovator*. Capacity to forecast trends in the external environment and develop alternative and innovative strategies for responding to these forces.
3. *Organizer*. Capacity to arrange and structure the work of an agency to optimize the use of human and material resources (includes delegating and staffing) in order to continuously modify internal structures, processes, and conditions to adapt to external, often turbulent, environments.
4. *Team-Builder/Leader*. Building coalitions and teams (interagency, intra-agency, interdisciplinary, etc.) by organizing and enlisting groups to ensure service availability and effective agency operations, with special attention to group maintenance and task functions of meeting management.

Interactional roles

5. *Communicator*. Exchanging written and verbal information, making formal presentations, and keeping internal and external stakeholders continuously informed through the extensive use of technology.
6. *Advocate*. Representing the interests of individuals and groups by lobbying, testifying, and fostering relationships with public officials and community leaders.
7. *Supervisor*. Directing and guiding the delivery of agency services while attending to the socio-emotional needs of staff through the use of coordinating, supporting, and consultant advising activities needed to motivate staff, coordinate workloads, set goals and limits, provide corrective feedback, and monitoring work processes and outcomes.
8. *Facilitator*. Enlisting others in accomplishing the vision, mission, and goals of an agency or community coalition by enabling, orienting, training, and empowering others through modeling methods for collaboration and coordination that can change and strengthen organizational culture.

Analytic roles

9. *Resource Administrator*. Managing efficiently and effectively the human, financial, informational, and physical resources needed by agencies related to fund-raising, grant-writing, marketing, media relations, and performance management.
10. *Evaluator*. Capacity to conduct needs assessments and program evaluations related to the agency's impact on client populations and community needs based on a strong understanding of research methods, and supervise/contract specialists related to continuous quality improvement and outcome assessment.
11. *Policy Practitioner*. Capacity to develop/formulate, interpret, comply with, and influence public policies, and the capacity to understand and articulate to staff the full range of policy implementation issues and challenges.

FIGURE 2. What Managers Do (Empirical) and What They Need to Know (Textbook) in Human Service Administration*

Know Do	Austin 2002	Brody 2000	Edwards et al. 1998	Ginsberg & Keys 1995	Kettner 2002	Lewis et al. 2001	Lohmann & Lohmann 2002	Mayer et al. 1994	Patti 2000	Rapp & Poertner 1992	Skidmore 1995	Weinbach 1998
<i>Leadership Roles</i>												
Boundary-spanner	XX	XX	XX	XX					XX			
Innovator			XX		XX				XX			
Organizer		XX	XX		XX	XX	XX	XX	XX	XX		XX
Team builder/leader		XX	XX	XX					XX			XX
<i>Interactional Roles</i>												
Communicator	XX	XX	XX		XX		XX		XX	XX	XX	
Advocate			XX									
Supervisor	XX	XX	XX		XX	XX	XX	XX	XX	XX	XX	XX
Facilitator				XX		XX	XX		XX	XX		XX
<i>Analytic Roles</i>												
Resource manager	XX	XX	XX		XX	XX	XX	XX	XX	XX		
Evaluator	XX		XX		XX	XX	XX	XX	XX	XX		
Policy practitioner			XX									

* XX's in a column indicate that the book reflected significant attention to the role listed in the left-hand column.

Based on the analysis of current administration texts in the human services using the Menefee framework defined in Figure 1, we conclude that *insufficient attention* is devoted to the following five areas:

1. Administrative leadership roles of *boundary spanning* and *innovation*. This appears to be a serious limitation in these times when the organizational changes brought by welfare reform and managed care clearly call for these managerial capacities.
2. Analytic roles played by managers, especially *policy practice* where the implementation of public policy in both public and nonprofit social service agencies has taken on increased prominence, especially where policy practice clearly relates to boundary spanning required for coalition building and inter-organizational partnerships.
3. Interactional role in *advocacy* as reflected in representing the interests of individuals and groups by lobbying, testifying, and fostering relationships with public officials and community leaders.
4. Behavioral skill acquisition related to *interpersonal skills* (personnel interviewing, conflict management, culturally competent management practice, etc.) and *group process skills* (meeting management, team facilitation, intra and interagency task group management, etc.).
5. Articulation of the assumptions and learning theories that shape the development of texts and casebooks. Just as it is useful to elucidate the logic model for a program (Alter & Murty, 1997) there would be significant benefits for textbook authors to explain their understanding of the relationship between their text and the knowledge, behavioral and attitudinal changes they believe will result from the use of their text. These sentiments are echoed by Goldstein's (2001) recent critique of social work educators' adoption of popular theories and methods with no overarching epistemological reference point from which to question and reflect on their methods of teaching.

INTERPRETATIONS

This survey and review of textbooks would benefit from additional discussion and analysis. This section provides several perspectives to help focus further discussion.

Interpretation 1: Knowledge acquisition takes precedence over skill development. It appears that the major focus, and in some cases the only focus, of the textbooks is exposing learners to the array of knowledge needed to function as a manager or administrator in a human service agency. The emphasis is on conceptual learning with limited attention given to behavioral application and practice. This intense focus on knowledge acquisition stands in contrast to a constructivist approach where learning is situated in social contexts rather than occurring solely

in an individual's mind (Stage, Muller, Kinzie, & Simmons, 1998). While a number of the textbooks provide brief case vignettes or discussion questions and exercises, none of them provide a structure for a more in-depth, integrated set of learning activities that shape and support the learning of new behaviors.

Interpretation 2: Case-based and problem-centered learning receives little attention. Adoption of a more skills-based approach to human service textbooks would require use of additional pedagogical tools and a more constructivist approach. Social constructivists support collaborative learning as a central educational function (Stage et al., 1998). Two approaches that use teams or workgroups are *case-based instruction* and *problem-based learning*. Case-based instruction is an approach frequently employed in public affairs and business schools where students are given realistic, in-depth cases that they work through and decide what should be done, often involving group work. The case is recounted meticulously and in detail so that students confront the complexities and uncertainties involved in decision-making. Case learning is based on inductive reasoning and requires students to distinguish pertinent from peripheral information; identify a problem, its context, and parameters; identify possible solutions and strategies; and ultimately, make a decision.

Students who combine field-based learning and campus learning often experience a disconnection, especially when their fieldwork learning is narrow and insufficiently comprehensive with respect to learning management skills. Therefore, campus-based cases and problem-based learning can provide a minimum floor of experiential learning that would be available to all administrative students, irrespective of their fieldwork resources.

A second popular approach for educating physicians (Jonas, Etzel, & Barzansky, 1989) and increasingly managers (Bridges, 1992) and nurses (Cooke & Moyle, 2002) is problem-based learning (PBL). PBL confronts students with an ill-structured problem that requires collaborative problem-solving or self-directed analysis. Students discuss their decisions and conduct peer and self-assessments of their learning progress. Information theory indicates that information is better understood, processed, and recalled if students have opportunities to elaborate on the information (Schmidt, 1983). Elaboration occurs in group discussions and peer teaching where participants exchange views about how the information applies to the problem. With the individual student, peers and instructor all involved in the evaluation of student performance, students are better prepared for developing self-reflective essays on what they have learned (Bridges, 1992).

Interpretation 3: Transmitting content takes precedence over learning strategies for integrating content. Textbook authors pay far more attention to content oriented learning or understanding than to learning strategies that support behavioral skill developments. This is not surprising since most textbook authors have in-depth knowledge of management but may not be familiar with psycho-

logical frameworks that support effective pedagogy. Only one textbook articulated the learning model used to organize and structure the content of the book. The Edwards, Yankey, and Altpeter model (1998) includes the three aspects of assessment, information, and skill application exercises. Their model appears to be adapted from an earlier version of Whetten and Cameron's (2002) five-stage learning model that includes skill assessment, skill learning, skill analysis, skill practice, and skill application. Using social learning theory and findings from interviews with over 400 managers who were identified by peers and superiors as being highly effective, Whetten and Cameron (1991) identified both the content and pedagogical elements needed to learn management skills. However, their goal is not management training but rather management education where students adapt general behavioral guidelines to unique contextual factors (Whetten & Cameron, 1991). This review highlights the minimal support textbooks generally provide for experiential learning and the observation that none of the administration textbooks give equal emphasis to skill development and knowledge acquisition.

Interpretation 4: Social environment theory (community, organizational, group, political economy, etc.) does not appear to inform the description of managerial practice. The uneven attention given to the ways that "theory informs practice" can be seen in the use of one or more chapters in the textbooks, especially the efforts to capture relevant organizational theory (usually the evolution of theoretical perspectives). Little attention, however, is given to the process of how theory informs management practice. While human behavior and social environment content is required in all social work programs to inform direct practice with individuals and families, there appears to be less attention to how social environment content informs management practice. This reality may be related to the issues of curriculum space and lack of specificity in the curriculum standards of the Council on Social Work Education. These standards require theories and knowledge of multiple dimensions of human development across the life span whereas the language with regard to macro practice is much more general, stating that there needs to be knowledge and theory covering the "range of social systems in which people live (individuals, family, group, organizational, and community)" (Council on Social Work Education, 2001, p. 10). As a result, some textbooks try to capture a wide body of theory in a chapter or two while others focus on one area and ignore the others.

Interpretation 5: Empirical research on the nature of managerial practice in the human services does not appear to be used explicitly to inform the development of textbooks. With the exception of cases that seek to capture concrete examples of practice issues and dilemmas, the majority of the textbooks do not appear to draw upon the limited empirical research on what managers do in human service agencies. For example, there is little attention given to the work of Menefee and others (Menefee,

2000; Menefee & Thompson, 1994; Mirabella & Wish, 2000) describing what managers actually do and therefore what future managers need to learn how to do.

IMPLICATIONS FOR FUTURE DIRECTIONS

Given the interpretations drawn from this analysis of textbooks and a casebook, it seems timely to propose a set of directions that would facilitate the process of developing teaching tools for future students of human service administration. While it is clear that many directions could be identified, a few are noted below.

First, given the extensive investment of time and energy to develop textbooks and casebooks, combined with the continuously changing nature of administrative practice, it no longer seems realistic to expect one or two faculty members to possess the breadth and depth of administrative knowledge and practice needed to create a comprehensive textbook. It appears that more teamwork is needed for textbook development, or more specialization in the form of practice-specific monographs. A more active use of special issues of journals might be a venue for developing peer-reviewed state-of-the-art monographs that capture the breadth and depth of changing management practice.

Second, in order to build and link the theoretical components needed to inform practice, more attention is needed to synthesize the relevant and emerging social environment theories (explanatory theory) in order to inform management practice (interventive theory). Managers need conceptual tools to use in assessing a wide array of forces inside and outside their organizations.

Third, more attention is needed across the field to clarify the multiple explicit and implicit definitions of administrative or managerial practice as well as the core values and ethics that underlie this domain of social work practice.

Fourth, because talented social work administrators are often too busy to write, new approaches to case study development are needed to capture the capacities, perspectives, and insights of those most talented in our field.

Finally, it now seems long overdue that our field needs a textbook, like Whetten and Cameron's *Developing Management Skills* (2002). Such a text could reflect substantive research and theoretical grounding with equal attention to concept acquisition and skill development. While individuals teaching management skills in business have developed multiple models for providing management education that addresses knowledge and skill acquisition (Bigelow, Hall, Schor, Garcia, Keleman, Seltzer, & Buskirk, 1996), social work administration educators have yet to have a sustained discussion on this topic.

Using textbooks and teaching strategies that are equally attentive to knowledge and skill development not only changes the role of the professor from information disseminator to facilitator and coach, but requires enhanced trust

between instructor and students to support the added risks of simulations and role plays. In *Experiential Learning: A Foundation for Social Work Education and Practice*, Howard Goldstein notes that the visions and hopes embodied in the CSWE Curriculum Policy Statement “will not be realized unless they are supported by an educational philosophy and program that produces professional social workers who have the necessary knowledge and expertise” (2001, p. 135).

CONCLUSION

This analysis began with the observation that very little attention, with the exception of Au (1994), had been given to assessing the textbooks and casebooks currently available to students of social work administration. The evaluation of eleven books in the field included a set of descriptive findings related to audience, structure, definitions, managerial practice, and knowledge acquisition and skill development. The analytic findings utilized an eleven-role framework to assess the relationship between the contents of the books and the empirical description of managerial work in the human services. This analysis concluded with a set of interpretations related to the balance between knowledge and skills, the degree to which theory informs practice, the use of empirical findings about practice, and the nature of learning strategies that include case-based and problem-centered learning. The implications for future directions call for new approaches to developing learning materials. These include: (1) collaborative investments in framing definitions of practice and the textbooks, casebooks, and specialty monographs needed, (2) new approaches to synthesize theory and current research that can inform practice, and (3) new approaches to case study development that involve collaboration between academics and practitioners. A national and international dialogue needs to begin to explore these issues in more detail.

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Effective

APPENDIX

Key Questions	Austin, D. (2002). <i>Human Services</i> New York: Columbia University Press	Brody, R. (2000). <i>Effectively</i>	Edwards, R., Yankey, J., & Altpeter, M. (1998). <i>Skills</i>	Ginsberg, L., & Keys, P. (1995). <i>New Management</i>	Kettner, P. (2002). <i>Achieving</i>	Lewis, J., Lewis, M., Packard, T., & Souffee, F. (2001). <i>Management</i>
Organization of text?	Twelve chapters provide an overview of the history and structure of human service organizations. (3 chapters), key stakeholders (clients, staff, funders, executives, and policy officials). (5 chapters), and key organizational dynamics (accountability and change management) (2 chapters).	6 parts 1. Setting the tone of the organization 2. Getting things done 3. Enhancing employee productivity 4. Supervising staff assessing performance and providing rewards 5. Effective interactions 6. Enhancing agency survivability	An introductory chapter presenting the book's theoretical framework followed by 6 sections addressing skills in boundary-spanning, human relations, coordinating, directing, and leading innovation.	16 chapters on various topics with no obvious organizing framework.	5 parts 1. Developing a Theory and Philosophy of Management 2. Managing the Organization 3. Managing Data, Information, and Finances 4. Managing Human Resources 5. Monitoring and Evaluating Organizational Effectiveness	12 chapters Six chapters discuss core management functions including planning, program and organizational design, human resources, supervision, financial management, information systems, and program evaluation.
Definitions of administration/management?	Human service management involves a wide variety of organizational structures through which very diverse technologies are used to produce human services that directly affect the quality of life of individuals and families.	Effective managers provide both visionary leadership and day-to-day administrative direction.	Nonprofit managers must acquire technical, human relations, and conceptual skills to successfully lead.	The text uses the term 'management' to include administration, and other supervision, and other processes.	Administration determines policy and sets the direction for the organization. Management carries out policies and promotes goal attainment.	Management is defined as "a set of systems and processes designed to help employees accomplish individual and organizational goals."

Target audience?	Graduate students in social welfare administration at the master's and doctoral level. Practicing managers.	Aspiring or current human service managers. Graduate students specializing in admin.	Mid- and upper-level non-profit managers and secondarily students studying nonprofit management.	Human service managers and students of human service management.	Students and managers.	Best suited for a first-year graduate course and programmatic-level managers.
Theory explication?	Organization-environment relations featuring an open systems perspective of the political economy of human service organizations as well as strategic choice theory (situationally responsive managers who are proactive in shaping organizational processes).	No specific discussion of management or organizational theories, includes few pages on motivational theories.	Primarily the competing values framework.	Various theories are briefly alluded to in a few chapters.	Chapter 2 (pp. 15-62) discusses classical and contemporary organizational and management theories.	Chapter 4 (pp. 71-99) is devoted to organizational theory focusing on classical, human relations, and human resources with 7 pages describing more recent developments. Other chapters discuss theories of motivation and org learning.
Major themes?	Organizations as service delivery mechanisms, political-economic forces impacting organizations, multiple stakeholder perspective, and organizational change and accountability.	Primary focus is on managing staff but includes financial management and fund development.	Major skill sets needed include boundary-spanning (broker/innovator), human relations (mentor/facilitator), coordinating (monitor/planning), directing (producer/director).	Aims to address the approaches based on "new management" perspectives that emerged in the, 80s. Primary foci are chapters on leadership and politics (3) and workplace enhancement (5).	Defines excellence in terms of the organization's internal consistency and integrity, creating an environment where workers can maximize achievements in terms of efficiency, effectiveness, quality, and productivity in the interest of responding to client need.	Leadership is the unifying factor for aligning core managerial functions and enabling the organization to function as an integrated system (p. 268). The ultimate purpose of HSO's is "enhancing the well-being of clients or consumers" (p. 6).

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Agency structure?	Major emphasis of the text featuring the uniqueness of human service organizations, characteristics of key stakeholders, organizational resources, multi-organizational service networks.	Little attention.	Little attention.	Little attention.	Discusses 6 types of departmentalization. Explores flexible alternatives; encourages use of mission and goals to determine optimal structure (24 pages).	Discusses sociotechnical systems redesign process; reengineering principles; 3 types of organizational structure and organizational charts.
Human resources?	Referenced in chapters on the organized professions and the role of the executive.	Chapters 7-12 are devoted to human resource functions, including supervision, performance appraisal, compensation, hiring and job design. There also are chapters on employment law, handling personnel problems and dealing with the unproductive employees.	Six chapters discuss recruitment and selection, evaluating employee performance, dismissing problem employees, advancing women to managerial ranks, designing teams and effective group decision making.	Includes chapters on advancing women to managerial ranks, managing a diverse workplace, mentoring and networking in human services.	Part IV (pp. 225-360) is devoted to discussion of the phases of the human resource processes (recruitment, selection, hiring, orientation, supervision, training, development, performance appraisal, career development, and termination).	Chapter 6 (pp. 122-150) addresses all the human resource functions, and Chapter 7 (pp. 153-182) describes theories of motivation, supervision methods, and leadership models.

MIS?	Referenced in chapter on accountability.	There are no specific sections or chapters devoted to collecting and aggregating data.	Ch. 16 is devoted to assessing, planning and managing information technology and Ch. 18 on program evaluation.	Briefly alluded to in 2 chapters.	Chapter 7 (34 pages) focuses on designing and implementing information systems for programs as well as for the organization.	Chapter 9 (pp. 209-234) identifies challenges of measuring performance and describes process of designing information systems.
Financial mgt.?	Referenced in chapter on legitimators and funders.	Chapter 17 includes a description of the budgeting process and using budget as a management tool.	Chapter 17 provides an introduction to accounting and financial management.	Little attention.	Chapter 8 (35 pages) covers the basics of resources management, including revenue sources, the budget cycle, and 3 types of budgeting systems.	Chapter 8 (pp. 184-208) outlines the budgeting process, alternative budgeting processes and analytical tools.
Skill focus?	Expressly stated that this text was not skill-focused but rather featured a focus on knowledge acquisition and critical thinking.	The content of text is largely focused on skill development. Provides illustrations and exemplars to operationalize chapter topics.	Text is largely focused on skill development with end of chapter exercises providing some support for skills practice or skills application.	Content focus is primarily descriptive, providing an overview of managerial issues with skill focus most clearly in team management, mentoring, and TQM.	Content is very much focused in skill development and provides extensive illustrations as a visual counterpart to the text. Each chapter ends with an assignment designed to apply content to the development of a policy and procedures manual for a real or fictitious agency.	Provides a descriptive overview of as well as attention to skill development. At the end of each chapter, a case followed by discussion questions highlights the issues raised in the chapter, and supports skill analysis.

APPENDIX (continued)

Key Questions	Lohmann, R., & Lohmann, N. (2002). <i>Social</i>	Meyers, R., Souflee, F., & Schoech, D. (1994). <i>Dilemmas</i>	Patti, R. (2000). <i>The Handbook</i>	Rapp, C., & Poertner, J. (1992). <i>Social Administration</i>	Skidmore, R. A. (1995). <i>Social</i>	Weinbach, R. (1998). <i>The</i>
Structure of text?	An overview chapter followed by 27 chapters organized into 7 sections <ol style="list-style-type: none"> 1. Ecology of Admin. 2. Elements of Admin. 3. Process of Institutionalization 4. Communication and Information 5. Empowerment 6. Human and Financial Capital 7. Topics in Social Administration 	Two introductory chapters describe the author's human services management model and guidelines for case analysis. The remaining 22 chapters are case vignettes with no obvious organizing framework.	4 parts <ol style="list-style-type: none"> 1. Mapping the field 2. Understanding organizations 3. Management functions/tasks 4. Managing different fields of practice 	7 chapters <ol style="list-style-type: none"> 1. Client-centered management 2. Social program design 3. Managing information 4. Managing personnel 5. Resource management 6. Getting it done 7. Integrating Client-Centered Management: The Inverted Hierarchy 	18 chapters with no obvious organizing framework for chapters.	3 parts <ol style="list-style-type: none"> 1. Management in Perspective 2. The Functions of Management 3. Preparing for Management in the Human Services
Definitions of administration/management?	Social administration is an activity that encompasses management, leadership, decision making, and institution building.	Management is based on the mastery of technical knowledge and skills. Administration is used synonymously with leadership, identified as the ability to influence others to achieve particular goals.	Management and administration used interchangeably to refer to agency leadership, goal oriented organizational processes and function, middle/upper management roles and tasks.	The authors make no major distinctions among managers, superiors, and administrators because regardless of title these people do not directly serve clients but are all responsible for improving services to clients.	Social work administration "is the process of transforming social policies into social services" (p. 15). Social work administration involves executives and all other staff (p. 3).	Management is a specific set of functions performed by social workers at all administrative levels within human service organizations that are designed to facilitate the accomplishment of organizational goals.

Target audience?	Primarily for social work students as well as social welfare agencies to practicing human service administrators with little formal preparation.	Students in social work administration and nonprofit management overview courses.	Not specified.	Supervisors, managers and administrators in HS and graduate students aspiring to these positions.	Primarily for social work students enrolled in their first course in administration.	Bachelor's (BSW) and master's (MSW) students first course in management.
Theory explication?	Extensive effort to link social welfare agencies to the larger society.	Ch. 1 (pp. 1-19) describes a human services management model based on a systems perspective with leadership influencing all other components of the model.	Seven chapters reflecting multiple perspectives on organizational theory (culture, structure, performance, environment, motivation, staff demographics, etc.).	There does not appear to be a section devoted to theory. The text could be described as creating its own model of management.	Chapter 8 includes 6 pages on organizational structure, Chapter 10 includes 4 pages on leadership and Chapter 12 is devoted to theories of motivation.	Classical theories (scientific management, administrative management, and bureaucratic management) are discussed; 23 pages devoted to discussion of theory.
Major themes?	Linking model of social agency to org. and community theory. Describing admin. process (planning to evaluation), org. processes including communication, power, information, and authority. Contemporary topics, ethics, diversity, governance, contracting.	Board development and relationships (6), Managing personnel (5), Managing change (6), Planning and evaluating (5).	Reflecting the four parts of the handbook: 1. History, policy, and ethics 2. Organizational theory 3. Generic management practice 4. Specialized management practice	Use program design as the organizing theme, putting clients and client needs in the center as the focal point for decision-making. Strong emphasis on the unique role of the social work manager.	Human relations in the administration process are the primary focus with half of the chapters devoted to this area.	Establishes a context for human services management and examines the functions of planning, organizing, controlling, and leading as some of the basic human resources functions. Devotes a major part to the unique challenges to the manager of human services.

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Agency structure?	Considerable attention but limited examples.	Little attention.	Reflected both theoretically and in terms of specialized fields of practice.	Advocates the inverted hierarchy where clients and client needs are at the top of an inverted pyramid and the CEO is at the bottom. Programs provide the major components of structure (28 pages).	Chapter 8 includes 3 pages that mention different organizational forms.	Discusses a variety of ways of organizing, including production line, linkage, and custom service. Discusses 9 types of departmentalization; encourages combining types for optimal functioning (28 pages).
Human resources?	Two Chapters covering personnel systems and human resources.	Seven cases addressing the following: supervision, volunteer management, personnel procedures, job performance, hiring, termination and labor relations.	Chapters on personnel management, workforce diversity, worker job response, and manager as leader.	Chapter 4 (pp. 145-196) covers all of the human resource functions. Detailed discussion of job analysis, types of performance appraisal, training, and development. Also discussion of values and organizational culture.	Includes chapters on staffing (pp. 229-244), supervision (pp. 245-263), staff development (pp. 268-278) as well as a chapter on job satisfaction and motivation (pp. 180-196).	Human resource functions discussed in several chapters; staff diversity (33 pages), work performance (40 pages), performance evaluation (27 pages), and controlling staff behavior (23 pages). Use of a variety of theories, together with application to human services.

MIS?	Two chapters: 1. Administrative information systems 2. Program evaluation	One case specifically on information systems.	Two chapters: 1. Information systems 2. Measuring outcomes	Chapter 3 (57) pages provides an in-depth look at how a variety of factors are measured, including performance, client outcomes, and productivity. Proposes reporting formats.	None.	None.
Financial mgt.?	Three chapters discussing financial management, financial inflows, or income and budgeting.	2 cases.	One chapter on financial management.	Chapter 5 (46 pages) discusses funding sources, budgeting, and several other associated factors such as the use of volunteers and technology.	Chapter 6 (pp. 8-86) identifies types of budgets and steps in the budget making process.	Budgeting is a subsection of the chapter on planning. Line-item, program, and zero-based budgeting are all covered in less than 2 pages.
Skill focus?	Descriptive overview with limited attention to skill development. Activities to support skill development are limited to appendices that include some examples including a job description, job advertisement, and sample offer letter.	Provides brief case vignettes with suggested guidelines that support skill analysis but do not extend to skill practice or application.	Over half of the chapters address skill development in generic terms or in specific field of practice terms. However, text does not include tables, questions, exercises or application-oriented case examples to support skill acquisition.	Content focus is on skill development. There is a detailed example following chapter 2 designed to assist the student in application. Other chapters provide detailed content, graphics, and tables designed to support application.	Descriptive overview to help student understand the general content area discussed. Includes some useful graphs but discussion questions and suggested activities are of limited value in helping student gain depth of knowledge or application skills.	Descriptive overview with some attention to skill development. Several case examples are used to illustrate concepts and support application, with a few graphics and tables.