



THE NETWORK FOR SOCIAL WORK MANAGEMENT



HUMAN SERVICES MANAGEMENT COMPETENCIES

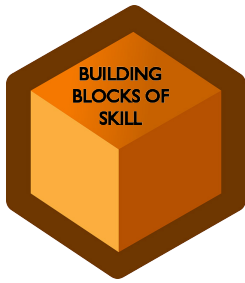
A Guide for Non-Profit and For-Profit Agencies, Foundations,
and Academic Institutions
(Revised 2018)

Review Committee:

Shelly Wimpfheimer, DSW, MSS, LCSW - Chair
Karen Beyer, MSW, MPA, MBA, LCSW, CSWM
David Coplan, MSW, MPA
Bruce Friedman, PhD., CSWM, ACSW, LCSW

Rick Greenberg, PhD, LCSW-R
Karen Hopkins, PhD., MSW
Michalle Mor Barack, Ph.D.
John Tropman, MA, PhD

HUMAN SERVICES MANAGEMENT COMPETENCIES



There is much work to be done in preparing social work managers with the competencies necessary to meet the leadership challenges of the future. Social work management, like many other institutions, is experiencing a leadership gap as many current human services managers/administrators are planning on retiring in the coming years while those social work managers who would be logical choices to fill these vacating positions are either also approaching retirement age, or insufficiently prepared for management roles. The Network for Social Work Management's competencies can assist those who are preparing for management and leadership in human services agencies and thereby provide organizations with capable and effective social work managers.

The intent of this document is to specify and detail the competencies with performance indicators necessary to successfully manage human services organizations through the following four domains: Executive Leadership, Resource Management, Strategic Management and Community Collaboration. These domains and the competencies therein are intended to be a framework for describing the skills necessary for the successful management of both public and private human service organizations. The competencies also serve as a checklist, allowing for self-assessment and as a supervisor or peer assessment tool that identifies criteria for selecting and developing managers.

The competencies were initially drafted based on an extensive review of the management literature (including Day's (2000) review of the leadership development in social work management), field surveys, focus groups and reviews by experts in the field. This set of competencies was then vetted by practicing managers through a survey followed by input from senior thought leaders in management and leadership. A revised set of competencies was again reviewed over a two-day summit with senior managers and several NSWM board members with extensive input and feedback incorporated. The current set of competencies has been thoroughly reviewed and revised, and includes citations that offer evidence in support of the management competencies. This is intended to be a "living document" that evolves over time to meet the changing needs of organizational management in the social work profession.

Regarding the development of the original and revised competencies, special thanks to Anthony Hassan, EdD, LCSW and Shelly Wimpfheimer, DSW and current contributing Network Board and Subcommittee Members (Bruce Friedman, John Tropman, Karen Hopkins, Dave Coplan, and Michalle Mor Barak, Rick Greenberg and Karen Beyer) for the compilation and research for this guide.

DOMAINS

- **Executive Leadership**
- **Resource Management**
- **Strategic Management**
- **Community Collaboration**

EXECUTIVE LEADERSHIP

- Interpersonal skills
- Analytical and critical thinking skills
- Professional behavior
- Maintains stakeholder relationships
- Communication skills
- Cross-cultural understanding
- Advocates for social justice
- Facilitates innovative change

RESOURCE MANAGEMENT

- Effectively manages human resources
- Effectively manages and oversees the budget and other financial resources
- Ensures transparency, protection and accountability
- Manages all aspects of information technology

STRATEGIC MANAGEMENT

- Fundraises
- Marketing and public relations
- Designs and develops effective programs
- Manages risk and legal affairs
- Ensures strategic planning

COMMUNITY COLLABORATION

- Builds a relationship with complementary agencies, institutions and community groups and is an amalgamation of all the skills needed in social work management that are employed at the senior level.

DOMAIN: EXECUTIVE LEADERSHIP

I. COMPETENCY: Establishes the vision, philosophy, goals, objectives, and values of the organization

Performance Indicators:

- 1.1 *Creates, communicates, and anchors and evaluates program vision, philosophy, goals and objectives.*
- 1.2 *Ensures that all programs align with the overall organizational mission.*
- 1.3 *Reviews the mission periodically to determine its relevance to client and community needs.*
- 1.4 *Assesses and addresses client and community needs through working closely with management staff to establish benchmarks to show alignment with vision, mission, philosophy, and goals; identifying potential organizational drift from vision, mission, philosophy, and goals and identifying and implementing strategies to correct drift.*
- 1.5 *Demonstrates the manner in which the vision, philosophy, and values are applied in making organizational decisions.*

References

Hazy, J. & Uhl-Bien, M. (2015). Towards operationalizing complexity leadership: How generative, administrative and community-building leadership practices enact organizational outcomes. *Leadership*, 11(1), 79-104.

Tropman, J. & Perry Wooten, L. (2013). The 7C Approach to Conceptualizing Administration: Executive Leadership in the 21st Century, *Administration in Social Work*, 37(4), 325-328.

Woodford, M. & Preston, S. (2011). Developing a strategy to meaningfully engage stakeholders in program/policy planning: A guide for human service managers and practitioners. *Journal of Community Practice*, 19(2), 159–174.

2. COMPETENCY: Possesses interpersonal skills that support the viability and positive functioning of the organization

Performance Indicators:

- 2.1 *Establishes and maintains an organizational culture where professionalism, quality customer service, employee engagement and empowerment, and programs and services that further social justice are recognized and rewarded.*
- 2.2 *Inspires the workforce to move beyond cynicism and complacency, and perform and produce in a superior manner.*
- 2.3 *Demonstrates the ability to assume different leadership styles as appropriate to the situation.*
- 2.4 *Employs skills in emotional intelligence, self-awareness, self-mastery, etc.*
- 2.5 *Finds common ground with others.*
- 2.6 *Finds positive relationships easily.*
- 2.7 *Inspires confidence in others, both internal and external to the organization.*
- 2.8 *Articulates and models commitment to the work of the agency.*
- 2.9 *Demonstrates and communicates deep knowledge about the work of the agency, using current performance data to discuss successes and challenges.*
- 2.10 *Recognizes the value of optimizing the human potential of staff and ensures that the organization develops healthy and productive practices that develop staff in all ways.*
- 2.11 *Demonstrates the ability to assemble a leadership team with complimentary skills and abilities.*
- 2.12 *Possesses the ability to function efficiently as a team member.*

References

Feser, C., Mayol, F., & Srinivasan, R. (2015, January). Decoding leadership: What really matters *McKinsey Quarterly*, 1-4.

Defoe, D. (2013) Understanding Organizations Using the Four Frame Model: Factories or Machines [Structure], Family [Human Resources], Jungle [Politics], and Theatres, Temples or Carnivals [Symbols]. Retrieve on-line at: <http://www.psycholawlogy.com/2013/05/31/understanding-organizations-using-the-four-frame-model-factories-or-machines-structure-family-human-resources-jungle-politics-and-theatres-temples-or-carnivals-symbols/>

Beattie, R., Kim, S., Hagen, M., Egan, T., Ellinger, A., & Hamlin, R. (2014). Managerial Coaching: A Review of the Empirical Literature and Development of a Model to Guide Future Practice. *Advances in Developing Human Resources*, 16(2) 184–201.

Webb, C. (2016, February). How small shifts in leadership can transform your team dynamic. *McKinsey Quarterly*, 1-7.

Well-Being and Engagement Report. (2016). Limeade Institute and Quantum Workplace.

Zhang, J and Lui, Y. (2010). Organization Climate and Its Effects on Organizational Variables: An Empirical Study. *International Journal of Psychological Studies*, 2(2), 189-201.

Bass, B. & Avolio, B. (1993). Transformational leadership and organizational culture. *Public Administration Quarterly*, 17(1), 112-121.

3. COMPETENCY: Possesses analytical and critical thinking skills that promote organizational growth

Performance Indicators:

- 3.1 Utilizes a “working” knowledge of administrative areas so that it is possible to select capable staff, develop appropriate systems and monitor service quality.
- 3.2 Demonstrates a forward thinking spirit and attitude that can lead to opportunities for growth, \ expansion and improvement.
- 3.3 Uses agency resources creatively to serve the needs of diverse clients.
- 3.4 Understands and makes use of historical and current data to inform decision-making about the agency.
- 3.5 Demonstrates strong skills in turning around dysfunctional organization systems.
- 3.6 Demonstrates strong critical thinking and problem-solving skills.
- 3.7 Manages both ambiguous and complex organizational situations.

- 3.8 *Monitors economic and political trends, shifts in trends, values and mores.*
- 3.9 *Uses skills in strategic thinking.*
- 3.10 *Conceptualizes, creates and maintains innovative partnerships to complement and maximize agency resources.*

References

Pynes, Joan. (2013). Human Resources Management for Public and Nonprofit Organizations. San Francisco: Jossey-Bass Publishers, 4th edition. Chapter 2, Strategic Human Resources Management and Planning.

Packard, T., Patti, R., Daly, D., & Tucker-Tatlow, J. (2013). Implementing Services Integration and Interagency Collaboration: Experiences in Seven Counties. *Administration in Social Work*, 37(4), 356-371.

Lynch-Cerullo, K. & Cooney, K. (2011). Moving from outputs to outcomes: A review of the evolution of performance measurement in the human service nonprofit sector. *Administration in Social Work*, 35(4), 364-388.

Seeking Agility in Performance Management (2016). Silkroad.

The Performance Imperative: A framework for social-sector excellence. (2015). Leap of Reason Ambassadors Community.

4. COMPETENCY: Models appropriate professional behavior and encourages other staff members to act in a professional manner

Performance Indicators:

- 4.1 *Engages in and promotes ethical conduct as defined in the NASW and IFSW Codes of Ethics.*
- 4.2 *Protects the integrity and reputation of the organization.*
- 4.3 *Creates and supports an organizational culture that values professionalism, service, and ethical conduct.*
- 4.4 *Encourages staff to become involved in the identification and planning of their own professional development.*
- 4.5 *Displays the ability to carry on effectively in the face of adversity, ambiguity, uncertainty, and/or anxiety.*

- 4.6 *Encourages staff to engage in a variety of activities to enhance their professional qualifications*
- 4.7 *Demonstrates the ability to perform in a manner that balances executive responsibilities with maintaining a sense of humor and perspective.*

References

Roby, J. (2016). The Evidence Base on the Social Service Workforce: Current Knowledge, Gaps, and Future Research Direction. Building Evidence Interest Group Report. Global Alliance.

Boverie, P., Grassberger, R. & Law, V. (2013). Leading individual development and organizational change around learning, meaning, and nurturing environment. *Advances in Developing Human Resources*, 15(4) 382–400.

Firestone, J. & Anngela-Cole, L. (2016). Exploring positive social capital in human service organizations. *Human Service Organizations: Management, Leadership, and Governance*, 40(2), 118-130.

5. Competency: Manages diversity and cross-cultural understanding

Performance Indicators:

- 5.1 *Acknowledges publicly the diversity of the staff and clients and creates a climate that embraces differences.*
- 5.2 *Provides opportunities for staff to learn about different groups to inform and enhance all aspects of management and direct service.*
- 5.3 *Encourages open discussion about issues to enhance sensitivity and promote relationships.*
- 5.4 *Employs a diverse workforce to align with clients served by the organization.*
- 5.5 *Seeks input from all levels of staff, listens attentively, demonstrates fairness and consistency, and conveys information fully and clearly.*
- 5.6 *Invites different perspectives to all client-related and management discussions within the organization.*
- 5.7 *Encourages and allows opportunities for staff to confer and present issues and problems affecting any aspect of agency life.*
- 5.8 *Takes steps necessary to assure that all services provided by the organization are culturally competent.*

References

Mor Barak, M.E., Lizano, E.L., Kim, A., Duan, L., Rhee, M., Hsiao, H., Brimhall, K., (2016). The promise of diversity management for climate of inclusion: A state of the art review and meta-analysis. *Human Service Organizations: Management, Leadership & Governance*, 40, 4, 305 – 333.

Mor Barak, M. (2015) Inclusion is the Key to Diversity Management, but what is Inclusion? *Human Service Organizations: Management, Leadership & Governance*, 39:2, 83-88.

Cottrill, K., Lopez, P.D., & Hoffman, C. C. (2014). How authentic leadership and inclusion benefit organizations. *Equality, Diversity, and Inclusion: An International Journal*, 33(3), 275–292.

Yee, J.Y., Wong, H. & Schlabitz (2014), Beyond inclusion training: Changing human service and public organizations. In M.B. Cohen & C.A. Hyde (Eds.), *Empowering Workers & Clients for Organizational Change* (135 – 155). Chicago: Lyceum Books.

Samuels, J., Schudrick, W., Altschul, D. (2013) *Toolkit for Modifying Evidence-Based Practices to Increase Cultural Competence*. Center for Excellence in Culturally Competent Mental Health, The Nathan Kline Institute for Psychiatric Research: Orangeburg, NY. Retrieved from: <http://calmhsa.org/wp-content/uploads/2013/10/ToolkitEBP.pdf>

Tavakoli, M. (2015, May). Diversity and Inclusion Drives Success for Today's Leaders, *Talent Development*, 47-51.

6. Competency: Develops and manages both internal and external stakeholder relationships

Performance Indicators:

- 6.1 *Motivates governance body members, employees, volunteers, clients, and other key constituencies consistently and effectively to work toward achieving the organizational mission.*
- 6.2 *Communicates effectively to multiple constituencies, through various means and media, the mission, vision, and values of the organization along with organizational programs, policies, and performance so as to promote organizational transparency.*
- 6.3 *Communicates effectively in order to enhance support and understanding from internal and external constituencies.*
- 6.4 *Plans, thinks, and acts strategically in concert with key stakeholders to position, evolve, and change the organization to assure success in the current and future environments.*
- 6.5 *Advocates regularly at the national, state, and local levels for the organization, its clients, and for issues promoting social justice for vulnerable populations.*

References

Woodford, M. & Preston, S. (2011). Developing a strategy to meaningfully engage stakeholders in program/policy planning: A guide for human service managers and practitioners. *Journal of Community Practice*, 19(2), 159–174.

Vecina, M., Chacó, F., Marzana, D. & Marta, E. (2013). Volunteer engagement and organizational commitment in nonprofit organizations: What makes volunteers remain within organizations and feel happy? *Journal of Community Psychology*, 41, 291–302.

Gilley, A., I, Gilley, J., McConnell, W., & Veliquette, A. (2010). The Competencies Used by Effective Managers to Build Teams: An Empirical Study. *Advances in Developing Human Resources*, 12(1) 29–45.

7. Competency: Initiates and facilitates innovative change processes

Performance Indicators:

- 7.1 Remains current on trends and identifies shifts that require an innovative response.
- 7.2 Presents innovations to appropriate decision-makers and stakeholders to inform decisions.
- 7.3 Assists staff with implementing positive change.
- 7.4 Supports staff in risk taking, following thorough analysis.
- 7.5 Supports innovative practices to improve program-related issues and services.

References

Netting, F. E., O'Connor, M. K., & Fauri, D. (2007). Planning transformative programs: Challenges for advocates in translating change processes into effectiveness measures. *Administration in Social Work*, 31(4), 59-81.

McEntire, L. & Greene-Shortridge, T. (2011). Recruiting and selecting leaders for innovation: How to find the right leader. *Advances in Developing Human Resources*, 13, 266–278.

Horth, D. & Vehar, J. (2012). Becoming a Leader Who Fosters Innovation. Center for Creative Leadership.

8. Competency: Advocates for public policy change and social justice at national, state, and local levels

Performance Indicators:

- 8.1 *Disseminates strategically information about unmet needs and program accomplishments.*
- 8.2 *Participates in professional organizations and industry groups that advocate for social justice, equity and fairness.*
- 8.3 *Engages and encourages staff and client/customers to be advocates for social justice issues.*
- 8.4 *Promotes, when appropriate and congruent with organizational mission, their organization as an advocate on public policy topics.*
- 8.5 *Challenges broad regulatory expectations and advocates for efficient and relevant policies with potential to impact clients' welfare.*
- 8.6 *Advocates for an organizational culture that creates diversity in customers, employees and ideas.*

References

Hoefler, R. (2016). *Advocacy practice for social justice*, Third edition. New York, NY: Oxford University Press.

NASW Advocacy: Policy Issues <https://www.socialworkers.org/advocacy/policy-issues>

NASW Advocacy: Social Justice <https://www.socialworkers.org/Advocacy/Social-Justice>

9. Competency: Demonstrates effective interpersonal and communication skills

Performance Indicators:

- 9.1 *Articulates the mission and vision of the organization both orally and in writing to staff of the agency.*
- 9.2 *Articulates the mission and vision of the agency to those outside the agency to ensure understanding of the work of the organization.*
- 9.3 *Ensures that all written and oral communication in the agency is carefully planned and articulated so that it is clear in its message and sensitive to the various audiences that receive it.*
- 9.4 *Manages communication in conflict and crisis situations with authority, respect and understanding.*
- 9.5 *Utilizes emotional intelligence when communicating with all stakeholders.*

9.6 Utilizes communication to motivate and educate staff.

9.7 Utilizes the best mode of communication for each unique situation.

References

The Communication Toolbox. Types of Communication Medium. Retrieved from: http://www.communicationtoolbox.com/types_of_communication_medium.html

Mishra, K., Boynton, L., & Mishra, A. (2014). Driving Employee Engagement: The Expanded Role of Internal Communications. *International Journal of Business Communication*, 51(2), 183–202.

Bundy, J., Pfarrer, M., Short, C., & Coombs, W.T. (2016). Crises and Crisis Management: Integration, Interpretation, and Research Development. *Journal of Management*, DOI: 10.1177/0149206316680030, 1-32.

10. Competency: Encourages active involvement of all staff and stakeholders in decision-making processes

Performance Indicators:

10.1 Provides opportunities for internal and external stakeholders to give feedback

10.2 Secures stakeholder input through strategies such as meetings of representative groups, and program surveys to the community.

10.3 Utilizes delegation to obtain expert advice and/or enable staff to utilize decision making skills.

10.4 Delegates authority and decision-making to appropriate entities, and appropriately supports their decisions.

10.5 Uses collaborative teams and other strategies to identify outcomes, design programs, share intervention strategies, conduct assessments, analyze results, and adjust intervention processes.

10.6 Encourages consumers and under-represented stakeholders to actively participate in decision making processes.

10.7 Displays the ability to work with people and institutions to achieve creative compromises and “win-win” solutions.

References

Humphries, S., Stafinski, T., Mumtaz, Z., & Menon, D. (2014). Barriers and facilitators to evidence-use in program management: A systematic review of the literature. *BMC Health Services Research*, 14, 171-195.

Chen, H. & Garbe, P. (2011). Assessing program outcomes from the bottom-up approach: An innovative perspective to outcome evaluation. *New Directions for Evaluation*, 130, 93-106.

LeRoux, K. & Wright, N. (2010). Does Performance Measurement Improve Strategic Decision Making? Findings From a National Survey of Nonprofit Social Service Agencies. *Nonprofit and Voluntary Sector Quarterly*, 39(4) 571–587.

Mind Tools. (N.d.). Forming, storming, norming, and performing: Understanding the stages of team formation. Retrieved from https://www.mindtools.com/pages/article/newLDR_86.htm

RUPubServe. (2009, October 6). What enables teams of social workers to be more effective [Video File]. Retrieved from <https://www.youtube.com/watch?v=FEP8Feax8sU&feature=youtu.be>

I 1. Competency: Plans, promotes, and models life-long learning practices

Performance Indicators:

- I 1.1 Positions the organization as a “learning organization,” providing ongoing opportunities for all staff to receive professional development to assure quality service delivery.*
- I 1.2 Ensures that the organization offers competent and regular supervision to staff at all levels of the organization.*
- I 1.3 Assumes a mentorship role for less experienced managers.*
- I 1.4 Keeps up-to-date with research on instructional practices, management, and leadership, as well as on effective practices in professional development, and shares those practices with staff.*
- I 1.5 Engages in a variety of activities to foster the manager’s own learning, such as participating in collegial networking and subscribing to journals and listservs.*
- I 1.6 Assists staff to further their professional education by such means as flexible work schedules or direct financial support.*

- 11.7 *Supports staff to taking classes or working on advanced degrees, with the support of the agency. If agency funds are not available, flexibility in scheduling or other non-monetary support is offered to support learning.*
- 11.8 *Demonstrates self-confidence in leading the organization, capitalizing on his/her own strengths and compensating for his/her own limitations.*

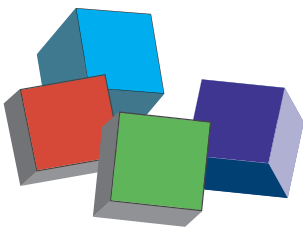
References

O'Neil, J. & Marsick, V. (2014). Action Learning Coaching. *Advances in Developing Human Resources*, 16(2) 202–221.

Chaudhuri, S. & Ghosh, R. (2012). Reverse Mentoring: A Social Exchange Tool for Keeping the Boomers Engaged and Millennials Committed. *Human Resource Development Review*, 11(1) 55–76.

Selden, S.C. & Sowa, J. (2015) Voluntary turnover in nonprofit human service organizations: The impact of high performance work practices. *Human Service Organizations: Management, Leadership & Governance*, 39(3), 182-207.

Work-Life Integration. E-book by Limeade (2016). Based on *Bring Work to Life by Bringing Life to Work: A Guide for Leaders and Organizations* by Tracy Brower, (Bibliomotion).



SEE HOW YOU STACK UP

Use the skills assessment instrument to measure your skills.

DOMAIN: RESOURCE MANAGEMENT

12. Competency: Effectively manages human resources

Performance Indicators:

- 12.1 *Designs and manages the workplace to ensure a positive and supportive culture and climate for staff and clients.*
- 12.2 *Designs and manages employee relations policies and practices that are fair, adhere to law, and are implemented in a consistent manner.*
- 12.3 *Oversees recruitment, hiring, training, performance assessment, and promotion/termination based on established performance expectations, position duties and competencies descriptions.*
- 12.4 *Creates, maintains, and fosters a discrimination and harassment free work environment for employees, clients, and the general public.*
- 12.5 *Recruits and retains a diverse pool of talented employees to reflect the communities and constituencies served by the organization.*
- 12.6 *Works within settings with institutional rules such as Civil Service and/or Unions to ensure that the most qualified employees are selected to carry out agency responsibilities.*
- 12.7 *Ensures a fair process when right sizing is necessary, and focuses on the welfare of displaced workers.*
- 12.8 *Utilizes and models conflict resolution techniques as necessary.*
- 12.9 *Creates policies and models practice that recognizes and embraces human diversity including varied world views.*
- 12.10 *Creates and implements policies that protect employees' personal safety.*

References

Pynes, Joan. (2013). Human Resources Management for Public and Nonprofit Organizations. San Francisco: Jossey-Bass Publishers, 4th edition.

Berman, E., Bowmab, J., West, J., & Van Wart, M. (2016). Human Resource Management in Public Service. Sage, 5th edition.

Eversole, B., Venneberg, D., & Crowder, C. (2012). Creating a flexible organizational culture to attract and retain talented workers across generations. *Advances in Developing Human Resources*, 14, 607-625.

Bond, M. & Haynes, M. (2014). Healthy diversity: Challenges of staffing for diversity in community health centers. *Journal of Community Practice*, 21, 62–86.

Thompson, R., Payne, S., & Taylor, A. (2015). Applicant attraction to flexible work arrangements: Separating the influence of flextime and flexplace. *Journal of Occupational and Organizational Psychology*, 88, 726–749.

A CEO's Guide to Gender Equality. (November 2015). *McKinsey Quarterly*.

Well-Being and Engagement Report. (2016). Limeade Institute and Quantum Workplace.

Shuck, B., Collins, J., Rocco, T., & Diaz, R. (2016). Deconstructing the privilege and power of employee engagement: Issues of inequality for management and human resource development. *Human Resource Development Review*, 15(2), 208-229.

Ultimate Guide to Performance. (2017). Silkroad.

13. Competency: Effectively manages and oversees the budget and other financial resources to support the organization's/program's mission and goals and to foster continuous program improvement and accountability

Performance Indicators:

- 13.1 *Manages utilization of resources to ensure that they in line with the organization's mission and goals.*
- 13.2 *Ensures that expenditures are allowable and appropriate and that allocated funds are available throughout the fiscal year.*
- 13.3 *Monitors revenue and expenditures at regular intervals to ensure that budget assumptions are consistent with anticipated income and expenses.*
- 13.4 *Ensures that financial activities are consistent with organizational policies and are sufficiently documented for audit.*
- 13.5 *Oversees equitable allocation of funds based on such indicators as visits, outcomes, and historical precedent.*

- I 3.6 Monitors expenditures to ensure that operating units have sufficient resources to offer quality services to link expenditures to outcomes.
- I 3.7 Understands and analyzes the organization's financial statements in order to implement fiscal leadership.

References

Finance for Managers. Harvard Business School Business Essentials (Free online tools).

Managers Tool Kit. Harvard Business School Business Essentials.

a. Part 3 Mastering the Financial Tools

- i. Ch. 13: Budgeting
- ii. Ch. 14: Understanding Financial Statements
- iii. Ch. 15: NET Present Value and Internal Rate of Return
- iv. Ch. 16: Breakeven Analysis and Operating Leverage

Siciliano, G. (2003). *Finance for nonfinancial managers*. New York: McGraw-Hill.

Vinter, R.D., & Kish, R.K. (2002). *Budgeting for not-for-profit organizations*. New York: The Free Press.

Tropman, J., & Nicklett, E. (2012). Balancing the budget through social exploitation: Why hard times are even harder for some. *Advances in Applied Sociology*, 2(2), 111-119.

Nonprofit Finance Fund: <http://www.nonprofitfinancefund.org/>

Council on Nonprofits: <https://www.councilofnonprofits.org/tools-resources-categories/financial-management>

All About Financial Management in Nonprofits:

<http://managementhelp.org/nonprofitfinances/index.htm>

The Wallace Foundation – Guide to Financial Management

http://www.wallacefoundation.org/knowledge-center/Resources-for-Financial-Management/pages/default.aspx?ef_id=U--amwAAAW@HCIda:20170714154511:snt:

- a. Planning
- b. Operations
- c. Monitoring
- d. Governance

14. Competency: Establishes and maintains a system of internal controls to ensure transparency, protection, and accountability for the use of organizational resources

Performance Indicators:

- 14.1 *Prepares and manages organizational budgets in a manner that maximizes utilization of available funds for client service and complies with requirements of funders.*
- 14.2 *Establishes strong systems of accountability for revenues received from various sources.*
- 14.3 *Develops and implements a system of internal controls that adequately safeguards the resources of the organization.*
- 14.4 *Demonstrates effective actions to protect the organization and its employees from liability and risks.*
- 14.5 *Assures the maintenance of financial records that comply with generally accepted accounting standards.*
- 14.6 *Assures the appropriate safety, maintenance, protection, and utilization of other organizational resources, such as facilities and equipment.*
- 14.7 *Ensures strategic planning and organizational continuity.*
- 14.8 *Uses internal controls related to human resources including licensing, training and reference checks.*

References

Ohio Attorney General (nd). *Avoiding Theft in Your Nonprofit*. Available at:
<http://marylandnonprofits.org/NonprofitResources/NonprofitLifecycle/Start-UpResources.aspx>

Standards for Excellence Institute (2015). *Financial Policies and Internal Controls*. Baltimore, MD: Author. Available at:
<http://marylandnonprofits.org/NonprofitResources/NonprofitLifecycle/Start-UpResources.aspx>

Andrew Cuomo, New York Attorney General (nd). *Internal Controls and Financial Accountability for Not-for-Profit Boards*. Available at:
<http://www.nyc.gov/html/nonprofit/downloads/pdf/Internal%20Controls%20and%20Financial%20Accountability%20for%20Not-for-Profit%20Board%20OAG.pdf>

15. Competency: Manages all aspects of information technology

Performance Indicators:

- 15.1 *Remains current with developments in technology and upgrades the organization's resources accordingly.*
- 15.2 *Encourages adaption of technology for service tracking and for other purposes that enhance efficiency and quality.*
- 15.3 *Identifies and utilizes technology resources to enhance the organization's processes.*
- 15.4 *Uses resources to promote the effective use of technology for clients and staff*
- 15.5 *Builds and utilizes databases of information needed for tracking outcome measures, evaluating program effectiveness and financial planning.*

References

NASW and ASWB Standards for Technology and Social Work Practice.
www.naswpress.org/publications/standards/technology.html

Barksy, A.E. (2017). Social work practice and technology: Ethical issues and policy responses. *Journal of Technology in Human Services*, 35(1), 8-19.
<https://doi.org/10.1080/15228835.2017.1277906>

Reamer, F.G. (2017). Evolving ethical standards in the Digital Age. *Australian Social Work*, 70(2), 148-159. <https://doi.org/10.1080/0312407X.2016.1146314>

DOMAIN: STRATEGIC MANAGEMENT

16. Fundraising Competency: Identifies and applies for new and recurring funding while ensuring accountability with existing funding systems

Performance Indicators:

- 16.1 Creates a culture of philanthropy that engages the organization’s governing body, employees, volunteers, and actual and potential donors.*
- 16.2 Works closely with public and private funding sources to ensure positive relations and confidence in the organization.*
- 16.3 Develops and implements a successful fundraising plan which includes a diverse funding mix and utilizes a strong marketing focus.*
- 16.4 Establishes strong systems of stewardship with donors/funders.*
- 16.5 Seeks partnerships with other programs funded under federal/state/local authorities and other interest groups.*
- 16.6 Maintains active awareness of and pursues potential grant and funding sources in local, regional, or national community.*
- 16.7 Demonstrates innovative approaches to resource development at all levels of the organization.*
- 16.8 Utilizes funding as required by donors.*
- 16.9 Provides funders with information about how their funding was utilized including service outcomes.*

References

Klein, K. (2011). *Fundraising for Social Change*. San Francisco: Jossey-Bass.

17. Marketing and Public Relations: Engages in proactive communication about the agency's products and services

Performance Indicators:

- 17.1 Consistently establishes and maintains positive external relationships with key organizational constituencies such as the media, public governance bodies, actual and potential donors, the business community, professional and service organizations, and the public at large.*
- 17.2 Builds and conveys to multiple constituencies an organizational brand that reflects competence, integrity, and superior client/customer and community service.*
- 17.3 Develops and implements a successful marketing plan that dovetails with the fundraising activities of the organization.*
- 17.4 Ensures that the work of the agency is featured in various public relations venues to build and maintain visibility, access, and credibility and to ensure maximum usage of program resources.*
- 17.5 Develops clear guidelines for managing interactions with the press to ensure client confidentiality and accurate representation of agency performance.*
- 17.6 Maximizes the use of electronic media to communicate the work of the organization and deepens the public's understanding of the mission.*

References

Gainer, B. (2016). Marketing for nonprofit organizations. In D.O. Renz and Associates (Eds.) *Nonprofit leadership and management, Fourth edition* (pp. 366-395). Hoboken, NJ: Wiley & Sons.

18. Competency: Designs and develops effective programs

Performance Indicators:

- 18.1 Guides program staff in designing and implementing interventions consistent with the mission of the organization that addresses human needs of the people served and respects the diverse circumstances from which they come.*
- 18.2 Creates thoughtful programs that specifically address the needs of clients through well thought out modalities.*
- 18.3 Supports and assists staff in developing and planning evidence-based programs, based on performance standards, assessments, client data, research on effective practice, community and user needs, demographics, resources, and economic and technological trends.*

18.4 Ensures that programs have outcomes that measure improvement in client’s functioning, health, safety, economic resources and other areas of intervention.

18.5 Develops and enforces procedures for collecting, reporting, and analyzing data to measure program quality and achievement of defined outcomes.

References

De Groot, Stephen (2016). *Responsive Leadership in Social Services: A practical approach for optimizing engagement and performance*. Sage.

Wambeam, Rodney A. (2015). *The Community Needs Assessment Workbook*. Oxford University Press.

Watson, Larry D. & Hoefler, Richard A. (2014) *Developing Nonprofit and Human Service Leaders: Essential Knowledge and Skills*. Sage.

19. Competency: Manages risk and legal affairs

Performance Indicators:

19.1 Protects the agency’s assets (people, property, income, and good will) from undue risk by ensuring that appropriate Board-approved written policies and procedures exist in all areas of operation.

19.2 Conducts risk management assessments.

19.3 Creates Risk Management Plan and/or Emergency Operation Plan.

19.4 Establishes systems for monitoring, addressing, and/or adjusting all areas of the plans where there may be potential risk (e.g., client services, record keeping, accounting, purchasing, fundraising, board engagement, etc.).

19.5 Ensures adherence to all laws, regulations, contracts, and legal agreements.

References

Marks, N., & Lockwood Herman, M. (2017). *World-class risk management for nonprofits*. Leesburg, VA: Nonprofit Risk Management Center.

Nonprofit Risk Management Center’s Free Scholarly Articles:
<https://www.nonprofitrisk.org/resources/articles/>

20. Competency: Ensures strategic planning and organizational continuity

Performance Indicators:

- 20.1 *Understands the organization's relationship to its environment, the emerging internal and external forces affecting the organization, and the ability to position the organization within that environment for future and current success.*
- 20.2 *Directs staff effectively in identifying areas of future growth and development in all areas of agency operations to be used in a strategic planning process.*
- 20.3 *Demonstrates competence in the ability to orchestrate and support an inclusive and organization-wide strategic planning process designed to position the organization for success in achieving its mission in the mid- and long-term future.*
- 20.4 *Constructs or directs the construction of an adequate business plan that details the pathway, timelines, and accountability for the accomplishment of identified strategic objectives.*
- 20.5 *Helps design and manage a process of succession planning to assure the organizational continuity of executive, professional and service leadership.*

References

Bryson, J., Edwards, L., & Van Slyke, D. (2017). Getting strategic about strategic planning research. *Public Management Review*. <http://dx.doi.org/10.1080/14719037.2017.1285111>

De Smet, A., Lackey, G., & Weiss, L. (2017). Untangling your organization's decision making. *McKinsey Quarterly*, June, 1-12.

Haines, S. (2016). *The systems thinking approach to strategic planning and management*. St. Lucie Press.

Bryson, J. (2011). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*. John Wiley & Sons.

Freeman, E. (2010). *Strategic management: A stakeholder approach*. Cambridge University Press.

DOMAIN: COMMUNITY COLLABORATION

21. Competency: Builds relationships with complementary agencies, institutions, and community groups to enhance the delivery of services

Performance Indicators:

- 21.1 *Establishes partnerships and alliances with businesses, institutions of higher learning, local educational agencies, child care centers, health and human services, employment and job training centers, boards, and other agencies to assess needs, enhance program resources, and improve services to service users.*
- 21.2 *Collaborates with other health and human services organizations to better serve clients in ways that work toward the enhancement of client well-being and the achievement of the organizational mission.*
- 21.3 *Identifies opportunities for partnerships, acquisitions and mergers, where applicable, that promote the achievement of the organizational mission and the well-being of clients served.*
- 21.4 *Organizes and effectively manages and/or participates in policy advocacy coalitions dedicated to issues of social justice and client well-being.*

References

Mattessich, P. & Rausch, E. (2013). *Collaboration to build healthier communities*. Report prepared for the RWJF Commission to Build a Healthier America. Wilder Foundation.

DeFilippis, J., Saegert, S. (Eds.). (2012). *The community development reader*. New York: Taylor and Francis.

Kubisch, Anne C., Patricia Auspos, Prudence Brown, and Tom Dewar. (2010). *Voices from the Field III: Lessons and Challenges from Two Decades of Community Change Efforts*. Washington, D.C.: Aspen Institute.

<http://www.aspeninstitute.org/sites/default/files/content/images/rcc/VoicesfromtheFieldIII.pdf>

Perrault, E., McClelland, R., Austin, C., & Sieppert, J. (2011). Working together in collaborations: successful process factors for community collaboration. *Administration in social work*, 35, 282-298.

References

EXECUTIVE LEADERSHIP

I. Competency: Establishes the vision, philosophy, goals, objectives, and values of the organization

Hazy, J. & Uhl-Bien, M. (2015). Towards operationalizing complexity leadership: How generative, administrative and community-building leadership practices enact organizational outcomes. *Leadership*, 11(1), 79-104.

Tropman, J. & Perry Wooten, L. (2013). The 7C Approach to Conceptualizing Administration: Executive Leadership in the 21st Century, *Administration in Social Work*, 37(4), 325-328.

Woodford, M. & Preston, S. (2011). Developing a strategy to meaningfully engage stakeholders in program/policy planning: A guide for human service managers and practitioners. *Journal of Community Practice*, 19(2), 159–174.

2. Competency: Possesses interpersonal skills that support the viability and positive functioning of the organization

Feser, C., Mayol, F., & Srinivasan, R. (2015, January). Decoding leadership: What really matters *McKinsey Quarterly*, 1-4.

Defoe, D. (2013) Understanding Organizations Using the Four Frame Model: Factories or Machines [Structure], Family [Human Resources], Jungle [Politics], and Theatres, Temples or Carnivals [Symbols]. Retrieve on-line at: <http://www.psychology.com/2013/05/31/understanding-organizations-using-the-four-frame-model-factories-or-machines-structure-family-human-resources-jungle-politics-and-theatres-temples-or-carnivals-symbols/>

Beattie, R., Kim, S., Hagen, M., Egan, T., Ellinger, A., & Hamlin, R. (2014). Managerial Coaching: A Review of the Empirical Literature and Development of a Model to Guide Future Practice. *Advances in Developing Human Resources*, 16(2) 184–201.

Webb, C. (2016, February). How small shifts in leadership can transform your team dynamic. *McKinsey Quarterly*, 1-7.

Well-Being and Engagement Report. (2016). Limeade Institute and Quantum Workplace.

Zhang, J and Lui, Y. (2010). Organization Climate and Its Effects on Organizational Variables: An Empirical Study. *International Journal of Psychological Studies*, 2(2), 189-201.

Bass, B. & Avolio, B. (1993). Transformational leadership and organizational culture. *Public Administration Quarterly*, 17(1), 112-121.

3. Competency: Possesses analytical and critical thinking skills that promote organizational growth

Pynes, Joan. (2013). Human Resources Management for Public and Nonprofit Organizations. San Francisco: Jossey-Bass Publishers, 4th edition. Chapter 2, Strategic Human Resources Management and Planning.

Packard, T., Patti, R., Daly, D., & Tucker-Tatlow, J. (2013). Implementing Services Integration and Interagency Collaboration: Experiences in Seven Counties. *Administration in Social Work*, 37(4), 356-371.

Lynch-Cerullo, K. & Cooney, K. (2011). Moving from outputs to outcomes: A review of the evolution of performance measurement in the human service nonprofit sector. *Administration in Social Work*, 35(4), 364-388.

Seeking Agility in Performance Management (2016). Silkroad.

The Performance Imperative: A framework for social-sector excellence. (2015). Leap of Reason Ambassadors Community.

4. Competency: Models appropriate professional behavior and encourages other staff members to act in a professional manner

Roby, J. (2016). The Evidence Base on the Social Service Workforce: Current Knowledge, Gaps, and Future Research Direction. Building Evidence Interest Group Report. Global Alliance.

Boverie, P., Grassberger, R. & Law, V. (2013). Leading individual development and organizational change around learning, meaning, and nurturing environment. *Advances in Developing Human Resources*, 15(4) 382–400.

Firestone, J. & Anngela-Cole, L. (2016). Exploring positive social capital in human service organizations. *Human Service Organizations: Management, Leadership, and Governance*, 40(2), 118-130.

5. Competency: Manages diversity and cross-cultural understanding

Mor Barak, M.E., Lizano, E.L., Kim, A., Duan, L., Rhee, M., Hsiao, H., Brimhall, K., (2016). The promise of diversity management for climate of inclusion: A state of the art review and meta-analysis. *Human Service Organizations: Management, Leadership & Governance*, 40, 4, 305 – 333.

Mor Barak, M. (2015) Inclusion is the Key to Diversity Management, but what is Inclusion? *Human Service Organizations: Management, Leadership & Governance*, 39:2, 83-88.

Cottrill, K., Lopez, P. D., & Hoffman, C. C. (2014). How authentic leadership and inclusion benefit organizations. *Equality, Diversity, and Inclusion: An International Journal*, 33(3), 275–292.

Yee, J.Y., Wong, H. & Schlabit (2014), Beyond inclusion training: Changing human service and public organizations. In M.B. Cohen & C.A. Hyde (Eds.), *Empowering Workers & Clients for Organizational Change* (135 – 155). Chicago: Lyceum Books.

Samuels, J., Schudrick, W., Altschul, D. (2013) Toolkit for Modifying Evidence-Based Practices to Increase Cultural Competence. Center for Excellence in Culturally Competent Mental Health, The Nathan Kline Institute for Psychiatric Research: Orangeburg, NY. Retrieved from: <http://calmhsa.org/wp-content/uploads/2013/10/ToolkitEBP.pdf>

Tavakoli, M. (2015, May). Diversity and Inclusion Drives Success for Today's Leaders, *Talent Development*, 47-51.

6. Competency: Develops and manages both internal and external stakeholder relationships

Woodford, M. & Preston, S. (2011). Developing a strategy to meaningfully engage stakeholders in program/policy planning: A guide for human service managers and practitioners. *Journal of Community Practice*, 19(2), 159–174.

Vecina, M., Chaco', F., Marzana, D. & Marta, E. (2013). Volunteer engagement and organizational commitment in nonprofit organizations: What makes volunteers remain within organizations and feel happy? *Journal of Community Psychology*, 41, 291–302.

Gilley, A., I, Gilley, J., McConnell, W., & Veliquette, A. (2010). The Competencies Used by Effective Managers to Build Teams: An Empirical Study. *Advances in Developing Human Resources*, 12(1) 29–45.

7. Competency: Initiates and facilitates innovative change processes

Netting, F. E., O'Connor, M. K., & Fauri, D. (2007). Planning transformative programs: Challenges for advocates in translating change processes into effectiveness measures. *Administration in Social Work*, 31(4), 59-81.

McEntire, L. & Greene-Shortridge, T. (2011). Recruiting and selecting leaders for innovation: How to find the right leader. *Advances in Developing Human Resources*, 13, 266–278.

Horth, D. & Vehar, J. (2012). *Becoming a Leader Who Fosters Innovation*. Center for Creative Leadership.

8. Competency: Advocates for public policy change and social justice at national, state, and local levels

Hoefler, R. (2016). *Advocacy practice for social justice*, Third edition. New York, NY: Oxford University Press.

NASW Advocacy: Policy Issues

<https://www.socialworkers.org/advocacy/policy-issues>

NASW Advocacy: Social Justice

<https://www.socialworkers.org/Advocacy/Social-Justice>

9. Competency: Demonstrates effective interpersonal and communication skills

The Communication Toolbox. Types of Communication Medium. Retrieved from: http://www.communicationtoolbox.com/types_of_communication_medium.html

Mishra, K., Boynton, L., & Mishra, A. (2014). Driving Employee Engagement: The Expanded Role of Internal Communications. *International Journal of Business Communication*, 51(2), 183–202.

Bundy, J., Pfarrer, M., Short, C., & Coombs, W.T. (2016). Crises and Crisis Management: Integration, Interpretation, and Research Development. *Journal of Management*, DOI: 10.1177/0149206316680030, 1-32.

10. Competency: Encourages active involvement of all staff and stakeholders in decision-making processes

Humphries, S., Stafinski, T., Mumtaz, Z., & Menon, D. (2014). Barriers and facilitators to evidence-use in program management: A systematic review of the literature. *BMC Health Services Research*, 14, 171-195.

Chen, H. & Garbe, P. (2011). Assessing program outcomes from the bottom-up approach: An innovative perspective to outcome evaluation. *New Directions for Evaluation*, 130, 93-106.

LeRoux, K. & Wright, N. (2010). Does Performance Measurement Improve Strategic Decision Making? Findings From a National Survey of Nonprofit Social Service Agencies. *Nonprofit and Voluntary Sector Quarterly*, 39(4) 571–587.

Mind Tools. (N.d.). Forming, storming, norming, and performing: Understanding the stages of team formation. Retrieved from https://www.mindtools.com/pages/article/newLDR_86.htm

RUPubServe. (2009, October 6). What enables teams of social workers to be more effective [Video File]. Retrieved from <https://www.youtube.com/watch?v=FEP8Feax8sU&feature=youtu.be>

11. Competency: Plans, promotes, and models life-long learning practices

O'Neil, J. & Marsick, V. (2014). Action Learning Coaching. *Advances in Developing Human Resources*, 16(2) 202–221.

Chaudhuri, S. & Ghosh, R. (2012). Reverse Mentoring: A Social Exchange Tool for Keeping the Boomers Engaged and Millennials Committed. *Human Resource Development Review*, 11(1) 55–76.

Selden, S.C. & Sowa, J. (2015) Voluntary turnover in nonprofit human service organizations: The impact of high performance work practices. *Human Service Organizations: Management, Leadership & Governance*, 39(3), 182-207.

Work-Life Integration. E-book by Limeade (2016). Based on *Bring Work to Life by Bringing Life to Work: A Guide for Leaders and Organizations* by Tracy Brower, (Bibliomotion).

RESOURCE MANAGEMENT

12. Competency: Effectively manages human resources

Pynes, Joan. (2013). Human Resources Management for Public and Nonprofit Organizations. San Francisco: Jossey-Bass Publishers, 4th edition.

Berman, E., Bowmab, J., West, J., & Van Wart, M. (2016). Human Resource Management in Public Service. Sage, 5th edition.

Eversole, B., Venneberg, D., & Crowder, C. (2012). Creating a flexible organizational culture to attract and retain talented workers across generations. *Advances in Developing Human Resources*, 14, 607-625.

Bond, M. & Haynes, M. (2014). Healthy diversity: Challenges of staffing for diversity in community health centers. *Journal of Community Practice*, 21, 62–86.

Thompson, R., Payne, S., & Taylor, A. (2015). Applicant attraction to flexible work arrangements: Separating the influence of flextime and flexplace. *Journal of Occupational and Organizational Psychology*, 88, 726–749.

A CEO's Guide to Gender Equality. (November 2015). McKinsey Quarterly.

Well-Being and Engagement Report. (2016). Limeade Institute and Quantum Workplace.

Shuck, B., Collins, J., Rocco, T., & Diaz, R. (2016). Deconstructing the privilege and power of employee engagement: Issues of inequality for management and human resource development. *Human Resource Development Review*, 15(2), 208-229.

Ultimate Guide to Performance. (2017). Silkroad.

13. Competency: Effectively manages and oversees the budget and other financial resources to support the organization’s/program’s mission and goals and to foster continuous program improvement and accountability

Finance for Managers. Harvard Business School Business Essentials (Free online tools).

Managers Tool Kit. Harvard Business School Business Essentials.

a. Part 3 Mastering the Financial Tools

- i. Ch. 13: Budgeting
- ii. Ch. 14: Understanding Financial Statements
- iii. Ch. 15: NET Present Value and Internal Rate of Return
- iv. Ch. 16: Breakeven Analysis and Operating Leverage

Siciliano, G. (2003). Finance for nonfinancial managers. New York: McGraw-Hill.

Vinter, R.D., & Kish, R.K. (2002). Budgeting for not-for-profit organizations. New York: The Free Press.

Tropman, J., & Nicklett, E. (2012). Balancing the budget through social exploitation: Why hard times are even harder for some. *Advances in Applied Sociology*, 2(2), 111-119.

Nonprofit Finance Fund: <http://www.nonprofitfinancefund.org/>

Council on Nonprofits: <https://www.councilofnonprofits.org/tools-resources-categories/financial-management>

All About Financial Management in Nonprofits:

<http://managementhelp.org/nonprofitfinances/index.htm>

The Wallace Foundation – Guide to Financial Management

http://www.wallacefoundation.org/knowledge-center/Resources-for-Financial-Management/pages/default.aspx?ef_id=U--amwAAAW@HCida:20170714154511:snt:

- a. Planning
- b. Operations
- c. Monitoring
- d. Governance

14. Competency: Establishes and maintains a system of internal controls to ensure transparency, protection, and accountability for the use of organizational resources

Ohio Attorney General (nd). Avoiding Theft in Your Nonprofit. Available at:

<http://marylandnonprofits.org/NonprofitResources/NonprofitLifecycle/Start-UpResources.aspx>

Standards for Excellence Institute (2015). Financial Policies and Internal Controls. Baltimore, MD:

Author. Available at:

<http://marylandnonprofits.org/NonprofitResources/NonprofitLifecycle/Start-UpResources.aspx>

Andrew Cuomo, New York Attorney General (nd). Internal Controls and Financial Accountability for Not-for-Profit Boards. Available at:

<http://www.nyc.gov/html/nonprofit/downloads/pdf/Internal%20Controls%20and%20Financial%20Accountability%20for%20Not-for-Profit%20Board%20OAG.pdf>

15. Competency: Manages all aspects of information technology

NASW and ASWB Standards for Technology and Social Work Practice.
www.naswpress.org/publications/standards/technology.html

Barksy, A.E. (2017). Social work practice and technology: Ethical issues and policy responses. *Journal of Technology in Human Services*, 35(1), 8-19.
<https://doi.org/10.1080/15228835.2017.1277906>

Reamer, F.G. (2017). Evolving ethical standards in the Digital Age. *Australian Social Work*, 70(2), 148-159. <https://doi.org/10.1080/0312407X.2016.1146314>

STRATEGIC LEADERSHIP

16. Fundraising Competency: Identifies and applies for new and recurring funding while ensuring accountability with existing funding systems

Klein, K. (2011). *Fundraising for Social Change*. San Francisco: Jossey-Bass.

17. Marketing and Public Relations: Engages in proactive communication about the agency's products and services

Gainer, B. (2016). Marketing for nonprofit organizations. In D.O. Renz and Associates (Eds.) *Nonprofit leadership and management*, Fourth edition (pp. 366-395). Hoboken, NJ: Wiley & Sons.

18. Competency: Designs and develops effective programs

De Groot, Stephen (2016). *Responsive Leadership in Social Services: A practical approach for optimizing engagement and performance*. Sage.

Wambeam, Rodney A. (2015). *The Community Needs Assessment Workbook*. Oxford University Press.

Watson, Larry D. & Hoefler, Richard A. (2014) *Developing Nonprofit and Human Service Leaders: Essential Knowledge and Skills*. Sage.

19. Competency: Manages risk and legal affairs

Marks, N., & Lockwood Herman, M. (2017). World-class risk management for nonprofits. Leesburg, VA: Nonprofit Risk Management Center.

Nonprofit Risk Management Center's Free Scholarly Articles:
<https://www.nonprofitrisk.org/resources/articles/>

20. Competency: Ensures strategic planning and organizational continuity

Bryson, J., Edwards, L., & Van Slyke, D. (2017). Getting strategic about strategic planning research. Public Management Review. <http://dx.doi.org/10.1080/14719037.2017.1285111>

De Smet, A., Lackey, G., & Weiss, L. (2017). Untangling your organization's decision making. McKinsey Quarterly, June, 1-12.

Haines, S. (2016). The systems thinking approach to strategic planning and management. St. Lucie Press.

Bryson, J. (2011). Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement. John Wiley & Sons.

Freeman, E. (2010). Strategic management: A stakeholder approach. Cambridge University Press.

COMMUNITY COLLABORATION

21. Competency: Builds relationships with complementary agencies, institutions, and community groups to enhance the delivery of services

Mattessich, P. & Rausch, E. (2013). Collaboration to build healthier communities. Report prepared for the RWJF Commission to Build a Healthier America. Wilder Foundation.

DeFilippis, J., Saegert, S. (Eds.). (2012). The community development reader. New York: Taylor and Francis.

Kubisch, Anne C., Patricia Auspos, Prudence Brown, and Tom Dewar. (2010). Voices from the Field III: Lessons and Challenges from Two Decades of Community Change Efforts. Washington, D.C.: Aspen Institute.

<http://www.aspeninstitute.org/sites/default/files/content/images/rcc/VoicesfromtheFieldIII.pdf>

Perrault, E., McClelland, R., Austin, C., & Sieppert, J. (2011). Working together in collaborations: successful process factors for community collaboration. Administration in social work, 35, 282-298.

Assessing your ratings and next steps

Once the social work or human services manager has completed the self-assessment, s/he should review each performance indicator for potential areas for growth and development.

Here's what you can expect in your ratings and what that means:

- New management professionals are likely to have less experience in these areas and therefore rate themselves as a (1) or (2).
- As experience grows, those completing the assessment are likely to score in the (2) range.
- The most seasoned leaders are more likely to score (3).

The next step is to use the self-assessment as a blueprint for improving your management and leadership skills. This can be accomplished by seeking more formal education through graduate or continuing education courses in the specific areas; attending conferences (like the Network Conference) identifying workshops and lectures that focus on management issues; or identifying a coach or mentor who can work with you to develop those areas.

For individuals who scored themselves at the highest levels, more interpersonal or peer mentoring might be an appropriate approach. This approach was the rationale for the beginning of the Network and it is more likely that executive coaching and mentoring will be more beneficial to senior level managers/leaders.

Social work and human service managers sometimes become too engaged in situations and peer supervision or mentoring is a way to become aware of how one's emotional intelligence might be affecting functioning. Thus, all managers should develop a mechanism for reflection and honest feedback in all domains.

The key to improved management competency is to combine soft and hard skill development. The self-assessment tool helps with identifying developmental areas to maximize your effectiveness.

www.socialworkmanager.org

Bios of Authors

Shelly Wimpfheimer, DSW, MSS, LCSW - Chair

Dr. Shelly Wimpfheimer is the Executive Director of The Community Chest, a nonprofit organization that has been in existence in Bergen County since 1933. She joined the Chest in April of 2013. Additionally, for the past 4 years she has served as an Executive Coach to middle and senior management staff of the Division of Child Protection and Permanency, NJ Department of Children and Families and the NJ Department of Human Services.

Previously, Dr. Wimpfheimer has served as the Executive Director of PASE, the Partnership for After School Education and as Vice President of Youth and Family Services of the YMCA of Greater New York. Prior to joining the YMCA Dr. Wimpfheimer served as the Executive Director of the Division of Family Guidance, in Bergen County, New Jersey, for 16 years. She is currently an adjunct faculty member of the Rutgers School of Social Work, Continuing Education Department and a Mentor for the Master's in Nonprofit Management Program at Fordham University.

Dr. Wimpfheimer has also served on several nonprofit boards where she has held various leadership positions, including President and Trustee of Bergen Family Center. A leader in several national and statewide professional organizations, she is a current board member of the Network for Social Work Management and a past president of the Network. Dr. Wimpfheimer has a DSW from Hunter College School of Social Work, an MSS from Bryn Mawr School of Social Work and Social Research and a BA from Penn State University. She holds an LCSW license in NJ and an LMSW in NY.

Karen Beyer, MSW, MPA, MBA, LCSW, CSWM

Karen Beyer is the Executive Director of the Ecker Center for Mental Health in Elgin, Illinois. She is a human service advocate with a strong interest in Illinois public policy and government relations. Karen serves on the boards of The Network for Social Work Managers and the National Association of Social Worker's Legal Defense Fund, as well as the Advisory Board of the Northern Illinois University Department of Public Administration and the Elgin Mental Health Center Governing Board. She is a Rotary International, Cosmopolitan Club, League of Women Voters and City of Elgin Planning and Development Committee member. She has master's degrees in social work, business administration and public administration. With work experience in mental health, child welfare services, individual, marital and group therapy as well as elder services and divorce mediation, she has worked for government and non-profit organizations and has had a private therapy practice. She is a licensed clinical social worker and a former AAMFT approved supervisor with a certificate in family therapy from Northwestern University's Family Institute. Karen was the therapist who successfully defended her client's right to privacy in the 1996 U.S. Supreme Court case Jaffey vs. Redmond and the Village of Hoffman Estates.

David Coplan, MSW, MPA

Dave Coplan is the Executive Director of the Human Services Center and Director of the Mon Valley Providers Council. The Human Services Center was honored as the recipient of the 2004 Wishart Award for Excellence in Nonprofit Management awarded by The Forbes Funds of The Pittsburgh Foundation. In 2012, Dave was the inaugural recipient of the statewide CAAP Sargent Shriver Community Service Award. In 2017, the Network for Social Work Management nationally recognized Dave with its Exemplar Award for commitment to Leadership and Management Competencies. In 2010 the University of Pittsburgh’s School of Social Work honored Dave as its Outstanding Field Instructor, an honor of great meaning to him for his role as a mentor to those entering the field. In 2009 the University of Pittsburgh’s Graduate School of Public and International Affairs honored Dave as one of its inaugural 4 Under 40 recipients and in 2007, Dave was recognized as one of Pittsburgh’s 40 Under 40 by PUMP and Pittsburgh Magazine.

In 2006, Dave launched a separate college access nonprofit – Advancing Academics. In his part-time role as Director, Dave assists low-income, high-achieving youth to gain entry and financial assistance for college. The initiative currently boasts an 87.5% college graduation rate. Currently, Dave is on the Partner4Work Board (the workforce development board for the City of Pittsburgh and Allegheny County) is Chair of the Human Resources Committee and serves on the Governance Committee, the Family Support Policy Board, the Executive Committee of APOST, he is Secretary of the Board of the Pantry Network of Eastern Suburbs, and served recently nationally on a committee for Grantmakers for Effective Organizations. Previously he served on the founding Advisory Team for the Greater Pittsburgh Nonprofit Partnership (past Chair of the Public Policy Committee) for its first seven years. In 1997, Dave was selected as one of five international fellows by the Indiana University Center on Philanthropy in Indianapolis for which he published a manuscript on endowments for small nonprofits and under contract gave speaking engagements across the country for 18 months to other development professionals. Since 1997 and currently, he has taught and teaches courses at the University of Pittsburgh on nonprofit management, fundraising, human resources, public policy, and advocacy and lobbying for the School of Social Work, and in the undergraduate program in public administration (for GSPIA). Dave has conducted dozens of presentations on advocacy and lobbying throughout Pennsylvania.

Bruce Friedman, PhD., CSWM, ACSW, LCSW

Bruce D. Friedman is a retired professor of social work and the co-founder of the Center for Social Justice at California State University, Bakersfield. He is the immediate past president of the board of the Network for Social Work Management; the current co-convenor of Social Work and Health Inequalities Network (SWHIN), and serves on a number of editorial boards including the Journal of Social Work Education, Journal of Social Service Research, and Social Thought, and a co-editor of a special issue of the British Journal of Social Work (Vol. 49) published March 2019. He also edited a special issue of the International Journal of Public Health. Currently, Dr. Friedman is a part time instructor for Capella University. With an administration/management background, he has addressed issues of social justice, especially work with TANF and welfare-to-work recipients, homeless people, persons with mental illnesses and substance abuse issues and their families, and health coverage for the uninsured. His research areas are primarily Community-Based Participatory Research (CBPR) in the areas of addressing cultural factors associated with childhood obesity,

substance abuse, health inequalities, health for all, and alternatives for suspension and expulsion in high school. He currently has a book contract for a book on CBPR. In addition to that book, Dr. Friedman is the author or co-editor of ten books, including the Specialized Practice Curricular Guide for Macro Social Work published by CSWE in 2019. He is noted for taking complex issues and simplifying them, as noted by some of his books, The Research ToolKit: Problem-Solving Processes for the Social Sciences (2017); How to Teach Effectively (2013) and the Ecological Perspectives Cookbook: Recipes for Social Workers (1999), and his recent book, Public Health, Social Work and Health Inequalities (2015). He has trained community-based physician educators and other professionals in the art of active learning to enhance the learning environment.

Rick Greenberg, PhD, LCSW-R

Rick Greenberg is a clinician, educator, manager, and leader within the social work community of NYC whose lens of social justice guides both thought and practice.

Currently a full-time Lecturer at the Columbia School of Social Work, he is a member of the Social Enterprise Administration faculty where he teaches across social work disciplines with courses in management, leadership, clinical practice, and evaluation. As an Adjunct Assistant Professor, he has taught Research Methods in the Graduate School of Social Work at New York University for the past 32 years. He has also taught courses on topics such as Differential Treatment Interventions, Linking Practice and Policy, Transference and Counter-Transference, and Assessment and Treatment Planning.

Prior to his appointment at the Columbia School of Social Work, Dr. Greenberg had been a senior leader at both Episcopal Social Services and the Jewish Board of Family and Children's Services overseeing program divisions as well as support departments. His clinical interests include the impact of learning disabilities and impulse disorders on individual and family dynamics.

As a consultant, coach, trainer, and supervisor Dr. Greenberg works with individuals and organizations to advance clinical, program, and administrative expertise in the areas of supervision, management, and leadership including program development and program evaluation – all through a lens of inclusion and social justice.

He has served on several boards and committees working locally and nationally. Currently, he is a member of the NY Steering Committee of the National Network for Social Work Managers.

Dr. Greenberg has a Bachelor of Arts degree from the State University of NY at Buffalo, an MSW from New York University, a PhD in Social Work from Columbia University, and a certificate from the Institute for Not-for-Profit Management Executive Leadership Program of the Columbia School of Business.

Karen Hopkins, PhD., MSW

Dr. Karen Hopkins is an Associate Professor and Co-Director of the Human Services Leadership and Management Certificate at the School of Social Work, University of Maryland. She teaches courses in human service management and leadership and research. Her research and organizational/program evaluation with nonprofit and public agencies is related to supervision and management practices and outcomes, workforce development, and organizational learning and capacity building. She is Project Director of the Annie E. Casey-UMSSW Performance Management program, and a national peer reviewer for the Standards of Excellence Institute certification for nonprofits. She currently serves on the Network for Social Work Management Board and has served on the Boards of the Society for Social Work and Research (SSWR) and the Association of Community Organization and Social Administration (ACOSA). She is an Editor-in-Chief of the Human Services Organizations: Management, Leadership, and Governance journal. She received a PhD from the University of Chicago, MSW from the University of Pittsburgh, and a BS from the Pennsylvania State University.

Michalle Mor Barack, Ph.D.

Michalle E. Mor Barak is Director of the Ph.D. Program and Endowed Professor of Social Work and Business in a Global Society at the USC Suzanne Dworak-Peck School of Social Work.

Dr. Mor Barak is in the vanguard of a new breed of social work and management experts focusing on global workforce diversity. In her award-winning book, *Managing Diversity: Toward a Globally Inclusive Workplace* (SAGE, 2nd edition, 2011), she proposed an original model for creating an “inclusive workplace”—one that helps businesses, as well as public non-profit organizations integrate with society via expanding circles of inclusion at the organizational, community, state/national and international levels. The book has won the CHOICE award from the Association of College and University Libraries and the Academy of Management’s Terry Book Award for “the most significant contribution to management knowledge.”

Her scholarly publications were among the first to introduce the construct of inclusion to the discourse about global diversity management through ground-breaking research. Her current research projects focus on diversity, work-family balance, social support and corporate social responsibility. They examine the impact of organizational culture on job satisfaction, organizational commitment and retention. Her studies test theoretically based models in both non-profit and for-profit organizations nationally and internationally.

An internationally renowned scholar, Mor Barak has led conferences on diversity at the Rockefeller Foundation’s Bellagio Study and Conference Center in Italy, as well as at the Borchard Foundation’s Chateau de la Bretesche in France. She received numerous awards of distinction, including the Fulbright award, Lady Davis award for international exchange scholars, University of California Regents Award, and Sterling C. Franklin Distinguished Faculty Award for Research and Scholarship.

Mor Barak mentors and works closely with doctoral and master’s students who are active participants in her research projects and co-authors of many of her publications. In recognition of her contributions as a mentor to students, she won the Mellon Award for Excellence in Mentoring.

She also provides leadership for the USC School of Social Work's Social Work and Business in a Global Society concentration, as well as the university's joint MBA/MSW dual-degree program, with the goal of creating a new breed of boundary-crossing professionals with joint social work and business education, who can initiate programs to help workers, families and communities while improving organizational effectiveness of both non-profit and for-profit organizations.

John Tropman, MA, PhD

John Tropman got his BA from Oberlin College. With a major in sociology and government. His social work degree came from the School of Social Service Administration at the University of Chicago, followed by a PhD in Social Work and Sociology at the University of Michigan. He completed his career there, becoming the Henry J. Meyer Collegiate Professor of Social Work Emeritus in 2017. He also taught at the Ross School of Business in the Management and Organization area, as well as the Executive Education Program. He has been the author, and coauthor, editor and creditor of more than 45 books, dozens or articles, chapters and book reviews. Topics include community organization, social policy, American values, religion, public policy opinion in American society, compensation and organizational sociology among other areas. His teaching has focused on the macro area of social work including Social policy, community organization, management and leadership of social benefit organizations. He has also taught in the DSW program at the School of Social Work at USC. He has also served as Dean of the School of Social Work at Michigan, is on the boards of the American Academy of Social work and Social Welfare and the Network of Social Work Managers.