## CSHSE National Standards Covered in this Text

The Council for Standards in Human Service Education (CSHSE) developed ten national standards that guide human service departments, and help students understand the knowledge, values, and skills as developing human service practitioners. These guidelines reflect the interdisciplinary nature of human services.

### Professional History

**Understanding and Mastery…**
- Historical roots of human services
- Creation of human services profession
- Historical and current legislation affecting services delivery
- How public and private attitudes influence legislation and the interpretation of policies related to human services
- Differences between systems of governance and economics
- Exposure to a spectrum of political ideologies
- Skills to analyze and interpret historical data application in advocacy and social changes

### Human Systems

**Understanding and Mastery…**
- Theories of human development
- How small groups are utilized, theories of group dynamics, and group facilitation skills
- Changing family structures and roles
- Organizational structures of communities
- An understanding of capacities, limitations, and resiliency of human systems
- Emphasis on context and the role of diversity in determining and meeting human needs
- Processes to effect social change through advocacy (e.g., community development, community and grassroots organizing, local and global activism)
- Processes to analyze, interpret, and effect policies and laws at local, state, and national levels

### Human Services Delivery Systems

**Understanding and Mastery…**
- Range and characteristics of human services delivery systems and organizations
- Range of populations served and needs addressed by human services
- Major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning
- Economic and social class systems including systemic causes of poverty
- Political and ideological aspects of human services
- International and global influences on services delivery
- Skills to effect and influence social policy

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Adapted from the October 2010 Revised CSHSE National Standards
### CSHSE National Standards Covered in this Text

<table>
<thead>
<tr>
<th>Standard</th>
<th>Information Management</th>
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<tbody>
<tr>
<td><strong>Understanding and Mastery...</strong></td>
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<tr>
<td>Obtain information through interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems</td>
<td>4, 6, 9</td>
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<tr>
<td>Recording, organizing, and assessing the relevance, adequacy, accuracy, and validity of information provided by others</td>
<td>4, 9</td>
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<tr>
<td>Compiling, synthesizing, and categorizing information</td>
<td>4, 6, 9</td>
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<tr>
<td>Disseminating routine and critical information to clients, colleagues or other members of the related services system that is provided in written or oral form and in a timely manner</td>
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<tr>
<td>Maintaining client confidentiality and appropriate use of client data</td>
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<td>Using technology for word processing, sending email, and locating and evaluating information</td>
<td>2, 10</td>
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<tr>
<td>Performing elementary community-needs assessment</td>
<td>2, 10</td>
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<tr>
<td>Conducting basic program evaluation</td>
<td>10, 12</td>
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<tr>
<td>Utilizing research findings and other information for community education and public relations and using technology to create and manage spreadsheets and databases</td>
<td>10</td>
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| **Planning & Evaluating** | |
| **Understanding and Mastery...** | |
| Analysis and assessment of the needs of clients or client groups | 1, 5, 10, 12 |
| Skills to develop goals, and design and implement a plan of action | 4, 6–10, 12 |
| Skills to evaluate the outcomes of the plan and the impact on the client or client group | 12 |
| Program design, implementation, and evaluation | 4, 6–10, 12 |

| **Interventions & Direct Services** | |
| **Understanding and Mastery...** | |
| Theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning | |
| Skills to facilitate appropriate direct services and interventions related to specific client or client group goals | |
| Knowledge and skill development in: case management, intake interviewing, individual counseling, group facilitation and counseling, location and use of appropriate resources and referrals, use of consultation | |

| **Interpersonal Communication** | |
| **Understanding and Mastery...** | |
| Clarifying expectations | |
| Dealing effectively with conflict | |
| Establishing rapport with clients | |
| Developing and sustaining behaviors that are congruent with the values and ethics of the profession | |
CSHSE National Standards Covered in this Text

**STANDARD** | **CHAPTER**
---|---
**Administration**  
*Understanding and Mastery…*  
Managing organizations through leadership and strategic planning | 1, 12
Supervision and human resource management | 1, 10
Planning and evaluating programs, services, and operational functions | 1, 12
Developing budgets and monitoring expenditures | 11
Grant and contract negotiation | 11
Legal/regulatory issues and risk management | 4, 5, 7, 8
Managing professional development of staff | 1, 9
Recruiting and managing volunteers | 3, 5, 6, 7
Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing | 2

**Client-Related Values & Attitudes**  
*Understanding and Mastery…*  
The least intrusive intervention in the least restrictive environment |  
Client self-determination |  
Confidentiality of information |  
The worth and uniqueness of individuals including: ethnicity, culture, gender, sexual orientation, and other expressions of diversity | 1, 5
Belief that individuals, services systems, and society change | 1
Interdisciplinary team approaches to problem solving | 3
Appropriate professional boundaries | 9
Integration of the ethical standards outlined by the National Organization for Human Services and Council for Standards in Human Service Education | 1

**Self-Development**  
*Understanding and Mastery…*  
Conscious use of self |  
Clarification of personal and professional values |  
Awareness of diversity |  
Strategies for self-care |  
Reflection on professional self (e.g., journaling, development of a portfolio, project demonstrating competency) |
STANDARDS FOR EXCELLENCE SERIES

Designed to help students advance their knowledge, values, and skills, the Standards for Excellence Series assists students in associating the Council for Standards in Human Service Education (CSHSE) National Standards to all levels of human service practice.

FEATURES INCLUDE

• Standards for Excellence grid—highlighting chapters where various standards are addressed.
• Standards for Excellence critical thinking questions—challenges students to think critically about the standards in relation to chapter content.
• Multimedia links—correlates content to multimedia assets throughout the text, including video, additional readings, and more.
• Self-study quizzes—found throughout the text, self-study quizzes test student knowledge and comprehension of key chapter topics.
• Chapter review—link to a scenario-based chapter review including short answer discussion questions.
Preface

Organizations are made up of many components. Gestalt psychology is probably best known for helping us to recognize that in all entities the whole is greater than the sum of its parts. Nowhere is this more important to recognize than in the organizations we encounter everyday—especially our place of work. Why is it that some people so thoroughly enjoy their work that they hardly notice the time, while others dread going to work and can’t wait for the end of the day? A number of organizations, as cited in Chapter 1, survey employees nationwide to find the best places to work. There is convincing evidence that positive work environments can be created, and it’s not just a matter of who pays the highest salaries and offers the best benefit packages. A lot of a workplace’s environment has to do with the ways in which staff members are engaged in contributing to the organization’s success.

In this book, we attempt to break down the organization into its most significant components, study and analyze them individually, and then put them all back together in ways that enable management and staff together to run the organization with maximum efficiency, effectiveness, quality, and productivity. The book has been somewhat reordered from the first edition to ensure that it follows a chronology: from overall theory and philosophy to structure to human resources issues to data collection and finance and finally to overall organizational evaluation. Each component is covered in a chapter so that, by the time a student has finished the book, he or she should have a good sense of how all the pieces fit into the running of a well-oiled “machine.”

The first three chapters examine the overall organization in terms of organizational theory, the organization as a system, and structural options. From many years of teaching, I am well aware that theory is not usually at the top of the “most favorites” of a student’s reading list, but I would like to make a plea here that they do their very best to absorb this content. So much of what makes organizations successful is grounded in over a hundred years of conceptualizing and developing various elements and components, and a student of organizational life really cheats himself or herself by assuming that it is all old and no longer relevant.

Chapters 4 through 9 explore the many ways in which organizational resources can be used to make sure that jobs are designed appropriately, that the assembling of a staff is done legally and professionally, and that the training and evaluation processes prepare, nurture, and support staff in achieving their maximum potential while contributing toward achievement of organizational goals.

Chapters 10 through 12 focus on the technical aspects of data collection, budgeting, and organizational evaluation, to ensure that there are adequate records so that the organization can track its progress toward achievement of mission, goals, and objectives, and that there is adequate feedback from staff on their perceptions of strengths and weaknesses.

The book is written for students at the bachelor’s and master’s levels. In most human service organizations these days, these are the degrees that are considered to be minimum qualifications for management positions. In response to many reviewers’ suggestions,
many examples have been added, usually with questions at the end to help students get
the main points of the example and to help them understand the content of the chapter.
Assignments have been outlined in an instructor's manual that, if completed, will leave
the student at the end of the course with a complete policy and procedures manual that
they can take with them for reference purposes onto the job. Ultimately, it is the purpose
of all content covered here to provide aspiring managers with the foundation needed
for getting started in a positive direction as they embark on their management careers.
Those who do not plan on careers in management can also benefit by understanding
how well-run agencies should operate.

What’s New to the Edition

- Includes new examples to illustrate the significance and relevance of each
theory to human services management. (Chapter 1)
- Significant concepts are summarized in a table, which provides an over-
view of what the text intends to cover. (Chapter 1)
- Many new graphics designed to help the student understand the signifi-
cance of the external and internal environments. (Chapter 2)
- New section on conflict management. (Chapter 2)
- Several new online government resources (Chapter 5)
- New case examples illustrate ways to use different planning and design
strategies to improve organizational performance. (Chapter 5)
- Updates on legal requirements for recruitment and recommendations
for use of electronic media in the recruitment and application processes.
(Chapter 6)
- Charts and tables have been updated to reflect current practices in employee
training and development. (Chapter 7)
- Examples and discussion questions have been added. (Chapter 7)
- Eight new examples illustrate how a manager might use various strategies
to increase motivation. (Chapter 8)
- A new case example has been added. (Chapter 9)
- Twelve new tables have been added to this edition to help illustrate the
kinds of questions that need to be answered in order to build a complete
system. (Chapter 10)
- New tables have been added to help clarify various budgeting concepts.
(Chapter 11)
- A new table has been developed that reviews each of the twelve areas of
responsibility as proposed in Chapter 1 and suggests questions that might
be used to assess management perceptions. (Chapter 12)
- A new section on leadership is included in this chapter. (Chapter 12)
Compiling a text like this begins at the point of learning and understanding the early foundations of management thought, and then building on those foundations over the years by grasping and absorbing many new theories, concepts, and practices, some of which build on older theories and some of which present entirely new approaches. Building this kind of a body of knowledge comes from years of interaction with colleagues, students, and professionals. I am grateful to all of them, too many to mention by name, for their challenging and provocative questions and ideas. Nothing has been more gratifying than watching former students go on to successful careers in human services management.

It is also important to note that developing a project like this is the result of many very talented people who work behind the scenes to make sure everything comes together in a way that makes it possible for the ultimate product to achieve the goal of educating and nurturing students in their growth and development toward successful careers, and I would like to acknowledge their contributions. My steady source of support and guidance throughout this effort has come from Carly Czech, Program Manager at Pearson. Nicole Suddeth, Editorial Assistant, provided me with many of the materials, guidelines, and templates. Doug Bell, project manager from PreMedia Global, Inc., was able to turn my drafts of chapters into a product that flowed smoothly and integrated all the complex figures and tables. To these people and any others who contributed to this final product, my most sincere thanks and appreciation.

Peter M. Kettner
Arizona State University, Professor Emeritus