

## Management in the Social Profit Sector (H001896)

Course size (nominal values; actual values may depend on programme)

Credits	5.0	Study time	150 h	Contact hrs	60.0 h
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Course offerings and teaching methods in academic year 2018-2019

A (semester 2)	Dutch	lecture	30.0 h
		group work	30.0 h

Lecturers in academic year 2018-2019

Devos, Geert	PP06	lecturer-in-charge
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Offered in the following programmes in 2018-2019

	crdts	offering
<a href="#">Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)</a>	5	A
<a href="#">Master of Science in Educational Sciences (main subject Special Education, Disability Studies and Behavioral Disorders)</a>	5	A
<a href="#">Master of Science in Social Work and Social Welfare Studies</a>	5	A
<a href="#">Master of Science in Sociology</a>	5	A

Teaching languages

Dutch

Keywords

Research, practical issues, management in the social profit sector.

Position of the course

This course contributes through the analysis of recent management developments in the social profit sector and through the independent analysis of the management process in a social profit organization to support the students of the analysis of complex pedagogical and social work issues.

Contents

- differences between management in the profit sector and the social profit sector;
- based on Quinn's competing values model the basic dimensions of organisational effectiveness;
- the relevance of mission and strategy of organisations are related to international developments in globalization, market orientedness and efficiency;
- The history, opportunities and caveats of quality control, self evaluation, performance indicators and client orientedness;
- change management: process, context, dimensions and strategies of change management are discussed.

Initial competences

Pedagogical practice  
Orthopedagogical practice and training  
Agogical practice

Final competences

- 1 To apply adequately empirico-analytic, interpretational, and action-oriented research methods.
- 2 To conduct a study of a specific problem independently in a methodologically justified manner.
- 3 Understanding important concepts of general management, new public management and social profit management, e.g. effectiveness, efficiency, innovation, quality management, indicators, client satisfaction, team work, participation and self evaluation

- 4 Critical analysis of monopoly, bureaucracy and market processes in the social profit sector and critical analysis of the use of quantitative and qualitative methods to monitor and to evaluate management

#### Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

#### Conditions for exam contract

This course unit cannot be taken via an exam contract

#### Teaching methods

Group work, lecture

#### Extra information on the teaching methods

Concrete pedagogical practices are analyzed in collaboration with students. Recent pedagogical research is analyzed in collaboration with the students. The stress here is on a multidisciplinary approach and on the use or development of adequate research approaches. Eventually, the students are asked for a justified personal contribution to the pedagogical scientific debate.

#### Learning materials and price

Syllabus containing scientific articles and book chapters.  
Estimated cost: 10 EUR.

#### References

- Audenaert, M., Decramer, A., George, B., Verschuere, B. & Van Waeyenberg, T. (in press 2019) When employee performance management affects individual innovation in public organizations: the role of consistency and LMX. *International Journal of Human Resource Management*, DOI: 10.1080/09585192.2016.1239220.
- Beddhoë, L. (2010) Surveillance or reflection: Professional supervision in 'the Risk Society'. *British Journal of Social Work*, 40, 1279-1296.
- Cameron, K.S., & Quinn, R.E. (1999). Diagnosing and changing organizational culture. Reading, MA: Addison-Wesley.
- Devos, G., & Willem, A. (2006). Change, learning and knowledge management, p. 628-668. In: Buelens, M., Vandenbroeck, H., Vanderheyden, K., Kreitner, R., & Kinicki, A. (eds.). Organizational behaviour. London: McGraw-Hill.
- Eikenberry, A.M. & Kluver, J.D. (2004) The marketization of the nonprofit sector: civil society at risk? *Public Administration Review*, 64, 2, 132-140.
- Hull, C.E. & Lio, B.H. (2006) Innovation in non-profit and for-profit organizations: visionary, strategic, and financial considerations. *Journal of Change management*, 6, 1, 53-65.
- Mouwen, C. (2004) Strategische planning voor de non-profit organisatie. Koninklijke Van Gorcum: Assen.
- Saltiel, D. (2017) Supervision: a contested space for learning and decision making. *Qualitative Social Work*, 16 (4), 533-549.
- Sanders, M. (2015) Being non-profit like in a market economy: understanding the mission-market tension in nonprofit organizing. *Nonprofit and Voluntary Sector Quarterly*, 44 (2), 205-222.
- Tilbury, C. (2004). The influence of performance on child welfare policy and practice. *British Journal of Social Work*, 34: 225-241.

#### Course content-related study coaching

Interactive support using Minerva.

#### Evaluation methods

end-of-term evaluation and continuous assessment

#### Examination methods in case of periodic evaluation during the first examination period

Oral examination

#### Examination methods in case of periodic evaluation during the second examination period

Oral examination

#### Examination methods in case of permanent evaluation

Assignment

#### Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

#### Extra information on the examination methods

Non-periodical evaluation: submission and presentation of the tasks.  
For the non-periodical evaluation there is the possibility for an alternative exam in the

second examination period. Description: a second chance at examination is offered through the revision of the tasks.

Feedback on the non-periodical evaluation: in consultation with the responsible teacher.

#### Calculation of the examination mark

A combination of periodical evaluation (50%) and permanent evaluation (50%). Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.