



THE CATHOLIC UNIVERSITY OF AMERICA
National Catholic School of Social Service
Washington, DC 20064

SSS 880 Organizational and Leadership Theories for the Social Services
Fall 2009

Wendy Whiting Blome, PhD
202-319-5486
blome@cua.edu

© This course outline is the property of NCSSS and the instructor and may be distributed with written permission.

I. COURSE DESCRIPTION

Social work service delivery and management are performed within organizational structures that need to reflect the values of the social work profession. This course provides a theoretical orientation to the study of organizations and the leadership of organizations. It examines a range of organizational theories and their application to human service systems, structures, and processes. Theories related to organizational change, organizational challenges, and organizational effectiveness are also explored. Organizational processes are directed by leaders. Leadership approaches and theories are studied within the context of social service organizations. Course readings are integrated through the use of case studies and students' experiences in human service organizations.

II. OBJECTIVES

- A. To understand selected theories of organizational functioning and behavior.
- B. To know strategies and methods available to influence organizational behavior.
- C. To recognize leadership approaches and their application to organizational contexts.
- D. To understand the contribution of leadership in the process of organizational change.
- E. To appreciate the relationship between the organization and the leader and the environment.

- F. To value the need for social worker leaders in human service organizations.
- G. To use case studies to practice applying theories and concepts to human service organizations.

III. COURSE REQUIREMENTS

A. Required Texts

Northouse, P. *Leadership: theory and practice (4th ed.)*. Thousand Oaks, CA: Sage Publications.

Scott, R. & Davis, G. (2007). *Organizations and organizing: Rational, natural, and open system perspectives*. Upper Saddle River, NJ: Pearson Prentice Hall.

Recommended Text

Pfeffer, J. & Salancik, G. (2003). *The external control of organizations: A resource dependence perspective*. Stanford, CA: Stanford University Press.

B. Recommended Sources

Students are urged to become familiar with articles appearing in relevant journals and to browse websites of interest.

Administration in Social Work
 Administrative Science Quarterly
 Academy of Management Review
 Public Administration Review

Executive Leadership Council:

<http://www.elcinfo.com/index.htm>

Federal Executive Institute and Management Development Centers:

<http://www.leadership.opm.gov/>

National Academy for Public Administration:

<http://www.napawash.org/>

Chronicle of Philanthropy—Nonprofit handbook:

<http://philanthropy.com/handbook/>

Leader to Leader Institute:

<http://www.pfdf.org/>

Center for Excellence in Nonprofits:

<http://www.cen.org/templates/System/default.asp?id=40083>

Guidestar: Materials for the Nonprofit Sector:

<http://www.guidestar.org/>

National Resource Center for Organizational Improvement:

<http://muskie.usm.maine.edu/helpkids/index.htm>

C. Course Assignments

1. Class Presentation

Case Study Presentation—1 hour—MSW students

By the third class each student will select one of the case studies listed in the syllabus. During the designated class the student will be responsible for relating the case to the theories and content assigned for that day or previous classes. The student presenting will also lead a discussion with the class. The student will be evaluated on presentation style, knowledge of the theory(ies), ability to apply theory to the case, and creativity in designing exercises or discussion scenarios. Students will work individually or in pairs depending on the number of students in the class.

Class Instruction and Exercise—full class—PhD students

Each PhD student will take responsibility for a class period. By the third class each doctoral student will designate the class s/he will teach. S/he will prepare the theoretical material, present it to the class, and conduct classroom exercises to support the theoretical learning and application. The student will be evaluated on presentation style, knowledge of the theory(ies), ability to apply theory to the case example, and creativity in designing exercises or discussion scenarios. Each student must meet with the professor in advance to plan the class. Students will work individually or in pairs depending on the number of students in the class.

2. Mid Semester Examination

3. Course Paper

Identify a specific human service organization (one in which the student now works, has worked, or has access to information). In summary form, provide background about the organization—its mission, size, programs, services, leadership, etc. Describe an issue or problem that the organization is facing or has faced in the recent past. Discuss the change approach used by the leader(s) of the organization. Analyze this issue or problem from two theoretical perspectives—an organizational theory and a leadership theory. Discuss the practical application of the theories that have been selected. What is the “fit” between the theories and the

organization? What does the organizational theory explain about the organizational structure and culture, its relationship to the environment, its mode and style of operating? How does the leadership theory support the actions of the leader or suggest a different approach to transformational change? Discuss the leadership strategy within the environmental context.

Scholarly Paper—MSW students

For MSW students this scholarly paper must be at least 10 pages and no more than 15 pages with at least 15 references beyond class readings, including original sources for the theory being used.

Scholarly Paper—PhD students

For PhD students this scholarly paper must be at least 15 pages and no more than 20 pages with at least 20 references beyond class readings, including original sources for the theory being used.

4. Preparation for class and participation

Students will be evaluated on their participation in class, their ability to relate class readings and experiences to the discussions, and their interpretation of the case examples. Students should inform the professor in advance if they will not be in class.

IV. CLASS EXPECTATIONS

A. Scholastic Expectations

All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proof read by the student before submission to the instructor for grading.

B. Grading Policy

The University grading system will be followed.

Class Presentation	15%
Mid semester Examination	35%
Course Paper	40%
Preparation for and participation in class	10%

C. Course and Instructor Evaluation

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at <http://evaluations.cua.edu/evaluations> using the student's CUA username and password.

IV. COURSE SCHEDULE

Class 1 Introduction to the Course

- Discuss course outline
- Describe class assignments
- Elements of Organizations
- Overview of Theories
- Leavitt's Diamond Model

Scott & Davis, Chapter 1

Mulroy, E. (2004). Theoretical perspectives on the social environment to guide management and community practice: An organization-in-environment approach. *Administration in Social Work*, 28(1), 77-96.

Class 2 Rational System Theories of Organization

- Scientific Management
- Administrative Theory
- Bureaucracy Theory
- Administrative Behavior Theory

Scott & Davis, Chapter 2

Crook, W. (2001). Trickle-down bureaucracy: Does the organization affect client responses to programs. *Administration in Social Work* 26(1), 37-59.

Case Study: Lewis, J., Packard, T., & Lewis, M. (2007). *Management of human service programs (4th ed)*. Belmont, CA: Thomson-Brooks/Cole, 90-91 (The Community Career Center).

Class 3 Natural System Theories of Organizations

- Human Relations School
- Institutional Theory
- Parsonian Structural Functionalism
- Conflict Theory

Scott & Davis, Chapter 3

Gummer, B. (2001). Peer relationships in organizations: Mutual assistance, employees with disabilities, and distributive justice. *Administration in Social Work*, 25(4), 85-103.

Case Study: Fauri, D., Wernet, S., & Netting, F. (2004). *Cases in macro social work practice (2nd ed)*. Boston: Allyn and Bacon, 201-213 (The Coffee Break).

Class 4 Open System Theories of Organizations

- Systems Design
- Contingency Theory
- Process Theory

Scott & Davis, Chapter 4

Ott, S. (2001). The sociology of nonprofit organizations and sectors. In S. Ott, (Ed.), *The nature of the nonprofit sector* (pp. 274-287). Boulder, CO: Westview Press.

Case Study: Dym, B. & Hutson, H. (2005). *Leadership in nonprofit organizations*. Thousand Oaks, CA: Sage Publications, 123-133 (Community Therapeutic Day School).

Class 5 Theoretical Integration

- Etzioni's Structuralist Model
- Lawrence and Lorsch's Contingency Model
- Thompson's Levels Model

Scott & Davis, Chapter 5

Case Study: Lewis, J., Packard, T., & Lewis, M. (2007). *Management of human service programs (4th ed)*. Thomson-Brooks/Cole, 109-111 (The Umbrella Organization).

Class 6 Resource Dependence Theory

- Basic Concepts for a Contextual Perspective
- Interest Groups and Coalitions: Organizations as Markets for Influence and Control
- Organizational Boundaries
- Social Control of Organizations

Scott & Davis, Chapter 9—pages 233 to 244

Pfeffer & Salancik, Chapters 1 through 3; online version is available through books.google.com at:

<http://books.google.com/books?id=iZv79yE-->

[_AC&dq=resource+dependence+theory+Pfeffer&printsec=frontcover&source=bn&hl=en&ei=uFwUSvO8O-PJtgfzmPGUBA&sa=X&oi=book_result&ct=result&resnum=4#PPR6,M1](https://www.proquest.com/docview/1111111111?pq-origsite=scholarlink&openpopover=1)

Case Study: Read **one** of the articles utilizing Resource Dependence theory listed below.

Corbin, J. (1999). A study of factors influencing the growth of nonprofits in social services. *Nonprofit and Voluntary Sector Quarterly*, (28)3, 296-314.

Miller-Millesen, J. (2003). Understanding the behavior of nonprofit boards of directors: A theory-based approach. *Nonprofit and Voluntary Sector Quarterly*, (32)4, 521-547.

Zinn, J.; Proenca, J.; & Rosko, M. (1997). Organizational and environmental factors in hospital alliance membership and contract management: A resource-dependence perspective. *Hospital & Health Services Administration*, (42)1, 67-86.

Class 7 Mid-Term in-class Examination

Class 8 Leading Social Service Organizations

- Leadership defined
- Approaches to leadership—trait, skills, style

Northouse, Chapters 1 through 4; as you read, complete the inventories on pages 33, 64, and 87.

Strolin-Goltzman, J., Auerbach, C., McGowan, B., & McCarthy, M. (2008). The relationship between organizational characteristics and workforce turnover among rural, urban, and suburban public child welfare systems. *Administration in Social Work*, 32(1), 77-91.

Case Study: A Strained Research Team, Northouse, page 57.

Class 9 Theories of Leadership

- Contingency theory
- Path-goal theory
- Leader-member exchange theory

Northouse, Chapters 6, 7, and 8

Trautmann, K., Maher, J., & Motley, D. (2007). Learning strategies as predictors of transformational leadership: the case of nonprofit managers. *Leadership and Organizational Development Journal*, 28(3), 269-287.

Case Study: Taking on Additional Responsibilities, Northouse, page 166.

Class 10 Leadership Issues

- Women as leaders
- Leadership and cultural issues

Northouse, Chapters 12 and 13

Ely, R. & Thomas, D. (2001). Cultural diversity at work: The affects of diversity perspectives on work group processes and outcomes. *Administrative Science Quarterly*, 46(2), 229-273.

Wimpfheimer, S. (2004). Leadership and Management Competencies Defined by Practicing Social Work Managers: An Overview of Standards Developed by the National Network for Social Work Managers. *Administration in Social Work*, 28(1), 45-56.

Case Study: Whose Hispanic Center is It? Northouse, page 330

Class 11 Leadership Ethics

- Ethical theories
- Principles of ethical leadership

Northouse, Chapter 14; as you read, complete the inventory on page 365

Case Study: Packard, T. (2001). Enhancing Staff Commitment Through Organizational Values: The Case of a Homeless Shelter. *Administration in Social Work*, 25(3), 35-52.

Class 12 Leadership in Change Management

- The inevitability of change
- Strategic planning as process and change tool
- Manage change or it will manage you

Brody, R. (2005). *Effectively managing human service organizations (3rd ed)*. Thousand Oaks, CA: Sage Publications, Chapter 2, 4, and 5.

Gummer, B. (2001). Innovate or Die: The Necessity for Change in Contemporary Organizations. *Administration in Social Work*, 25(3), 65-84.

Moxley, D. (2004). Factors influencing the successful use of vision-based strategy planning by nonprofit human service organizations. *International Journal of Organization Theory and Behavior*, 6(4), 107-132.

Netting, E., O'Connor, M., & Fauri, D. (2007). Planning Transformative Programs: Challenges for Advocates in Translating Change Processes into Effectiveness Measures. *Administration in Social Work*, 31(4), 59-81.

Van Til, J. & Swalve, D. (2001). Change leadership or change management? In Connors, T., *The nonprofit handbook: Management (3rd ed)* (pp. 65-83). New York: John Wiley & Sons, Inc.

Case Study: Manville, B. (2006). Redefining leadership in a community-impact organization: A case study of reframing CEO skills amid transformational change. In Edwards, R. & Yankey, J., *Effectively managing nonprofit organizations*. Washington, DC: NASW Press.

Class 13 Leadership within an Environmental Context

- Organizations structured to meet environmental demands
- The organization—environment relationship
- The effect of the environment on organizational structures

Golensky, M. & Mulder, C. (2006). Coping in a constrained economy: Survival strategies of nonprofit human service organizations. *Administration in Social Work*, 30(3), 5-24.

Gummer, B. (2002). The socio-cultural context of organizational behavior. *Administration in Social Work*, 26(3), 71-88.

Jones, J. (2006). Understanding environmental influence on human service organizations: A study of the influence of managed care on child caring institutions. *Administration in Social Work*, 30(4), 63-90.

Schmid, H. (2004). Organization-environment relationships: Theory for management practice in human service organizations. *Administration in Social Work*, 28(1), 97-113.

Case Study: Ferguson, C. (2004). Governance of collaborations: A case study. *Administration in Social Work*, 28(2), 7-28.

Class 14 Social Workers as Leaders

- Empowerment of clients, workers, and managers
- The role of social work leader
- The education of social work managers

Hardina, D. (2005). Ten characteristics of empowerment-oriented social service organizations. *Administration in Social Work*, 29(3), 23-42.

Patti, R. (2003). Reflections on the State of Management in Social Work. *Administration in Social Work*, 27(2), 1-11.

Wuenschel, P. (2006). The diminishing role of social work administrators in social service agencies: Issues for consideration. *Administration in Social Work*, 30(4), 5-18.

Case Study: Yoo, J. (2002). The relationship between organizational variables and client outcomes: A case study in child welfare. *Administration in Social Work*, 26(2), 39-61.

Paper Papers are due Monday, December 14—No Extensions