I. COURSE PURPOSE
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. COMPETENCIES AND PRACTICE BEHAVIORS
The Council on Social Work Education (CSWE) requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will be able to demonstrate the following practice behaviors within the noted competencies:
The term client in the conceptual and operational definitions means: individual, couple, family, group, organization, or community (NASW Code of Ethics, 2008, ¶2).

1. **Professional Identity:**  
*Identify as a professional social worker & conduct oneself accordingly.*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Combined</th>
<th>Social Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers demonstrate professional use of self across all practice settings.</td>
<td>Social workers demonstrate professional use of self across all practice settings.</td>
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</table>

2. **Ethical Practice**  
*Apply social work ethical principles to guide advanced practice.*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
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</thead>
<tbody>
<tr>
<td>Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional standards for ethical social work practice.</td>
<td>Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional standards for ethical social work practice.</td>
<td></td>
</tr>
<tr>
<td>Social workers apply ethical principles through the use of an ethical decision making model that helps in the resolution of an ethical dilemma.</td>
<td>Social workers apply ethical principles through the use of an ethical decision making model that helps in the resolution of an ethical dilemma.</td>
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</tbody>
</table>

3. **Critical Thinking**  
*Apply critical thinking to inform and communicate professional judgments.*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
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</thead>
<tbody>
<tr>
<td>Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
<td>Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
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</tbody>
</table>
4. Diversity in Practice
*Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they impact practice.*

<table>
<thead>
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<th>Practice Behaviors</th>
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<tbody>
<tr>
<td>Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</td>
<td>Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</td>
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</tr>
</tbody>
</table>

5. Human Rights & Justice
*Advance human rights through understanding how social and economic justice factors impact practice.*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
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<th>Social Change</th>
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</thead>
<tbody>
<tr>
<td>Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
<td>Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
<td></td>
</tr>
<tr>
<td>Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
<td>Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
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</tbody>
</table>

6. Research Based Practice
*Engage in research-informed practice and practice-informed research.*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Combined</th>
<th>Social Change</th>
</tr>
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<tbody>
<tr>
<td>Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
<td>Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
<td></td>
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</tbody>
</table>
7. Policy Practice
Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Social Change</th>
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</thead>
<tbody>
<tr>
<td>Advocate with and inform administrators and legislators to influence policies that affect clients and services.</td>
<td>Advocate with and inform administrators and legislators to influence policies that affect clients and services.</td>
</tr>
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</table>

8. Practice Contexts
Respond to contexts that shape advanced social work practice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
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<tbody>
<tr>
<td>Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society.</td>
<td>Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society.</td>
</tr>
</tbody>
</table>

9. Engage, Assess, Intervene, Evaluate
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Social Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement: Social workers: • Effectively use interpersonal skills to establish collaboration between multiple stakeholders involved in enhancing organizational, community, and social well-being.</td>
<td>Engagement: Social workers: • Effectively use interpersonal skills to establish collaboration between multiple stakeholders involved in enhancing organizational, community, and social well-being.</td>
</tr>
</tbody>
</table>
### Intervention:
Social workers:
- Use appropriate and collaborative interventions to affect organizational, community, and societal change.

### Evaluation:
Social workers:
- Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.
- Revise intervention and program implementation plans based on ongoing process and outcome evaluation.

### Intervention:
Social workers:
- Use appropriate and collaborative interventions to affect organizational, community, and societal change.

### Evaluation:
Social workers:
- Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.
- Revise intervention and program implementation plans based on ongoing process and outcome evaluation.

## III. EDUCATIONAL OBJECTIVES

A. To understand selected theories of organizational functioning.
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 social service organizations.
G. To use case studies to practice applying theories and concepts to human service organizations.

## IV. COURSE REQUIREMENTS

A. Required Texts


Revised June 2015
B. **Recommended Reading**


C. **Other Recommended Resources and Media**

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: [https://www.elcinfo.com/](https://www.elcinfo.com/)
- Federal Executive Institute and Management Development Centers: [http://www.leadership.opm.gov/](http://www.leadership.opm.gov/)
- Center for Excellence in Nonprofits: [https://www.cen.org/](https://www.cen.org/)

D. **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(s) presenting will also lead a discussion with the class. The student(s) 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. This should be considered a

Revised June 2015
formal presentation of approximately 30 minutes, with an additional 30 minutes for exercises and/or discussion.

**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.

Selection of presentation case study due **Class 3 (September 19, 2016)**

2. **Mid Semester Examination—during Class 7 (October 24, 2016)**

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.

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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.

A brief description of the organizational problem and the two theories to be analyzed is due Class 8 (October 31, 2016).

Paper due Monday, December 12.—No extensions

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.

E. Grading Policy and Weights of Assignments

Grades will be based on the CUA Grading Policy as described in the Graduate Announcements. Full credit will not be given for assignments that are submitted late. No credit will be given for assignments submitted after they have been reviewed in class. The following provides weights for the various course assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Mid semester Examination</td>
<td>35%</td>
</tr>
<tr>
<td>Course Paper</td>
<td>35%</td>
</tr>
<tr>
<td>Preparation for and participation in class</td>
<td>15%</td>
</tr>
</tbody>
</table>

Grading System

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>F</td>
<td>0 - 69</td>
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</table>

F. Preparation, Attendance & Participation

Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class.
discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued.

G. 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 your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

V. CLASS EXPECTATIONS

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (http://ncsss.cua.edu/courses/index.cfm), including scholastic and behavioral requirements.

NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.

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 should be carefully proof read by the student before submission to the instructor for grading.

B. Behavioral Requirements
Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Attend all classes and contribute constructively to the classroom culture,
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor,
- Demonstrate competence in planning academic activities and in following through on those plans,
• Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom,
• Use an appropriate level of class time and instructor’s time and attention in and out of class, and
• Behave in a manner that is consistent with the ethical principles of the social work profession.

C. **Academic Honesty**
Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy (http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate Program Handbooks.

D. **Confidentiality**
Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs are for **professional learning purposes only** and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. I will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

E. **Accommodations**
Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, you must present that documentation to your instructors and arrange a meeting with as soon as possible to discuss these accommodations.

F. **Use of Electronic Devices**
Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom.
VI. 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


Class 2  Rational System Theories of Organization

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

Scott & Davis, Chapter 2


Class 3  Natural System Theories of Organizations

(Selection of presentation date due)

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

Scott & Davis, Chapter 3

Revised June 2015


**Class 4** Open System Theories of Organizations

- Systems Design
- Contingency Theory
- Process Theory

Scott & Davis, Chapter 4


**Class 5** Theoretical Integration

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

Scott & Davis, Chapter 5


Class 6  Resource Dependence Theory

- Basic Concepts for a Contextual Perspective
- Organizational Boundaries
- Social Control of Organizations

Scott & Davis, Chapter 9—pages 233 to 244

Pfeffer & Salancik, Chapters 1-3—pages 1 to 61

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


Class 7  Mid-Term in-class Examination

Class 8  Leading Social Service Organizations

- Leadership defined
- Traditional approaches to leadership—trait, skills, behavioral

Northouse, Chapters 1-4; complete the inventories in each chapter.


Case Study:  A Strained Research Team, Northouse, page 60
Class 9  Theories of Leadership

- Contingency theory
- Transformational leadership theory
- Servant leadership
- Authentic leadership theory

Northouse, Chapters 8, 9, and 10


**Case Study:** Everyone Loves Mrs. Noble, Northouse, page 243

Class 10  Leadership Issues

- Women as leaders
- Leadership and cultural issues

Northouse, Chapters 15 and 16


**Case Study:** Whose Hispanic Center is It? Northouse, page 456

**Class 11** Leadership Ethics

- Ethical theories
- Principles of ethical leadership

Northouse, Chapter 13; as you read, complete the inventory on page 355


Find another article on ethics related to leadership; read it and bring it to class to share with your colleagues.

**Case Study:** Choosing a Research Assistant, Northouse, page 350.

**Class 12** Leadership in Change Management

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


Read Theories and models of change, page 25 to 57
Read Research-based principles of change, page 113 to 123


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


Class 14  Social Workers as Leaders

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


Papers are due Monday, December 12, 2016—No extensions