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. EDUCATIONAL 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


B. Recommended Text


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

Federal Executive Institute and Management Development Centers:
http://www.leadership.opm.gov/
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 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.

   Selection of presentation case study due **Class 3**

2. **Mid Semester Examination—during Class 7**
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.

A brief description of the organizational problem and the two theories to be analyzed is due Class 8.

Paper due 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

The University grading system will be followed.
Class Presentation 15%
Mid semester Examination 35%
Course Paper 40%
Preparation for and participation in class 10%

F. Preparation, Attendance & Participation
Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises. 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
The NCSSS doctoral program requires evaluation of this course and the instructor. At the end of the semester, an evaluation form will be distributed in class. Results will not be given to the instructor until grades are submitted. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

IV. CLASS EXPECTATIONS

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (available on the NCSSS web page), including scholastic and behavioral requirements.

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.

Additional 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.

B. 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 and appropriate Program Handbooks.

C. 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, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
V. 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 August, 2011


**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
- Interest Groups and Coalitions: Organizations as Markets for Influence and Control
- Organizational Boundaries
- Social Control of Organizations

Revised August, 2011
Case Study: Read one of the articles utilizing Resource Dependence theory listed below.


Class 7 Mid-Term in-class Examination

Class 8 Leading Social Service Organizations
(Brief description of the organizational problem and the two theories due)

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

Northouse, Chapters 1 through 4; as you read, complete the inventories on pages 34, 64, and 85.

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

Class 9  Theories of Leadership

- Contingency theory
- Collaborative leadership theory
- Transformational leadership theory
- Authentic leadership theory

Northouse, Chapters 6, 9, and 10


Case Study: Taking on Additional Responsibilities, Northouse, page. 162.

Class 10  Leadership Issues

- Women as leaders
- Leadership and cultural issues

Northouse, Chapters 13 and 14


**Case Study:** Whose Hispanic Center is It? Northouse, page 365

**Class 11** Leadership Ethics

- Ethical theories
- Principles of ethical leadership

Northouse, Chapter 15; as you read, complete the inventory on page 402


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


**Class 12** Leadership in Change Management

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


**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

Revised August, 2011
- The education of social work managers


_Paper_ Papers are due Monday, December 12—No Extensions