SW745: SOCIAL WORK ADMINISTRATION:
LEADERSHIP AND ORGANIZATIONAL CHANGE
SYLLABUS, SPRING 2016
San Diego State University School of Social Work

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Office Hours: Wednesday 9:30-11:30 except Jan 20, Feb 3, Feb 17, Mar 2, Mar 16, Apr. 6 and
May 4; Thursday 1:30-2:30 except Feb 4; other times by appointment

I. PURPOSE AND DESCRIPTION

This course is the second in a two-course sequence for students specializing in social
work administration and for other students interested in human services administration. Course
objectives focus on two closely interrelated dimensions: analytical skills (e.g., conceptual and
diagnostic skills) and application skills. The course will address both of these on each topic.
This is based on the belief held by many managers and organizational consultants that managers
must be able to both think and execute if they are to be effective. Students will be encouraged to
think from an organizational perspective - looking at systems dynamics and the functioning of
the organization as an entity - and to think like managers, with a broad perspective and an
emphasis on both results and process.

Students will be taught how to assess, intervene, and evaluate interventions at the
administrative level. The course addresses interventions including leadership, organizational
change, supervision, and the creation of learning organizations. Also emphasized will be the
importance of an action research perspective: action should be preceded by data collection and
analysis (in social work education terms, this can be seen as “using practice experience to inform
scientific inquiry and using research to inform practice”).

A contingency approach will be a common theme: there is no "one best way" to manage;
effective behavior depends on analysis of situational contingencies and action grounded in that
analysis. On each topic, students will be encouraged to look for key elements or principles
leading to effective administration and organizational performance. These can then be used in
the future to guide administrative behavior. Finally, students will be encouraged to integrate
concepts and class experience with knowledge and experiences from their field practicum and
from other classes in an attempt to develop a comprehensive perspective or "world view.” An
overriding theme will be organizational learning: how administrators as leaders and change
agents can create learning opportunities to enable themselves and employees to make their
organizations more thoughtful, purposeful, effective, and responsive.

II. LEARNING OUTCOMES

NOTE: Source for selected practice behaviors: NSWM - Competencies of the Network for Social
Work Management.
At the completion of the course, students will be able to:

EPAS 1 - Demonstrate Ethical and Professional Behavior

- California Social Work Education Center (CALSWEC) Foundation Competencies (CP 1.3) Skillfully identify and apply ethical principles in making [child welfare] practice decisions and articulate their application in routine and challenging ethical contexts. [participation, paper]
- Engage in emotionally intelligent communications with all stakeholders (NSWM 9.5) [participation]
- Demonstrate strong critical thinking and problem solving skills (NSWM 3.6) [participation, paper]
- Assess one’s own knowledge, skills and growth opportunities as an administrator, leading to the creation of a personal development plan [paper]

EPAS 2 - Engage Diversity and Difference in Practice

- Appraise and critique issues related to diversity and discrimination in an organizational setting and suggest ways to create a more culturally competent organization [paper, participation]

EPAS 4 - Engage in Practice-informed Research and Research-informed Practice

- Keep up-to-date with research on … management and leadership, as well as on effective practices in professional development (NSWM 11.4) [paper]

EPAS 6 - Engagement with Individuals, Families, Groups, Organizations, and Communities

- Demonstrate the ability to assume different leadership styles as appropriate to the situation. (NSWM 2.3) [paper]
- Plan, think, and act strategically in concert with key stakeholders to position, evolve, and change the organization to assure success in the current and future environments. (NSWM 6.3) [participation, paper]

EPAS 7 - Assess Individuals, Families, Groups, Organizations, and Communities

- Use collaborative teams and other strategies to identify outcomes, design programs, share intervention strategies, conduct assessments, analyze results, and adjust intervention processes. (NSWM 10.4) [participation, paper]

EPAS 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities
• Assist staff with implementing positive change and support risk taking (NSWM 7.3) [paper].
• Support innovative practices to improve program-related issues and services (NSWM 7.4) [paper]
• Describe key principles for creating and maintaining an organizational learning culture [paper]
• Articulate the use of leadership competencies for use in an organizational task group or program [paper]
• Create and support an organizational culture that values professionalism, service, and ethical conduct (NSWM 4.3) [participation]

III. TEXTBOOKS AND READINGS


*Organizational Change* manuscript; chapters at Blackboard.


Reprints at Blackboard.

IV. COURSE ASSIGNMENTS

NOTE: All papers should be submitted to Turnitin at Blackboard.

A. Case Analysis Paper: Each student will write a paper consisting of a narrative analysis of the case assigned for Week 7: Case 4.7: Marian Health Center. Details are in the Case Analysis paper folder in the Assignments section at Blackboard. The due date is indicated on the session schedule below. The paper will be worth 30% of the course grade.

B. Organizational Change Plan: Each student will write a paper consisting of an organizational change plan based on a problem or need identified in an internship or work setting. Students who are having trouble identifying a change opportunity should contact the instructor for problem solving and identifying an opportunity. Details are in the Organizational Change Plan paper folder in the Assignments section at Blackboard. The due date is indicated on the session schedule below. The paper will be worth 30% of the course grade. A model of a change plan paper is available at Blackboard. This is only to show a general way of approaching the assignment, and differs in structure from the current assignment.
C. 360-degree Feedback: Each student will write a paper based on designated instruments and feedback to assess her or his leadership style. Details are in the 360-Degree Feedback paper folder in the Assignments section at Blackboard. The due date is indicated on the session schedule below. The paper will be worth 30% of the course grade. Students will have the option of grading this paper themselves. Any student doing this self-grading procedure should include at the end of their paper the SELF-GRADING CRITERIA FOR THE 360-DEGREE FEEDBACK PAPER. Two models of 360-degree feedback papers are at Blackboard. These are only to show a general way of approaching the assignment, and differ in structure from the current assignment.

Papers will be graded on their responsiveness to the assignment as covered in the syllabus and attachments. Each paper should be typed and double-spaced, with numbered pages. Use 1" margins and 12-point Times New Roman type font, and APA format. Additional grading factors are:

- **Content**: accurate, comprehensive, documented appropriately
- **Persuasiveness**: points are adequately supported
- **Appropriateness & feasibility**: ideas are viable
- **Creativity**: ideas and connections among themes are creative and insightful
- **Organization, completeness, coherence & clarity**: different elements are appropriately sequenced and connected; thoughts are stated specifically
- **Sentence structure, grammar, & spelling**: sentences convey meaning clearly & grammatically, no fragments or run-on sentences; writing is free of errors
- **Style**: interesting, imaginative use of language; tone suitable to purpose & audience

Written feedback will not be provided on deficiencies in style, grammar, etc. If you are weak in any of these areas, consult William Strunk & E. B. White's *The Elements of Style*, an editor, or a similar source.

Any paper may be submitted early (ideally 2 weeks before the due date) for preliminary feedback and rewriting as the instructor’s time allows.

Late papers will have the grade lowered one step (e.g., from B to C) for each week they are late. Work incomplete at the end of the semester will receive an F unless prior arrangements are made.

D. Participation: Students will be expected to be able to discuss and critique key points of each required assigned reading and suggest applications to practice to demonstrate mastery of the material. Case discussions are a valuable learning opportunity and will be used regularly in this class. To prepare for case discussions, students should before class read the case and have notes to answer each case question. Student participation in case discussions which reflects preparation, insight regarding case issues and underlying implications, and the use of course concepts and principles in assessment and responses will be part of the class participation grade. Ratings of class participation will also be based upon students' demonstrations of knowledge and understanding of readings as reflected in comments and questions asked, comments which show
connections among different concepts and issues, comments connecting the classroom to actual practice (e.g., examples at internships and jobs), listening and non-judgmental attitudes, responsible use of air time, and group process and nonverbal behaviors. All of these behaviors are relevant in an administrative setting and reflect administrative skills. Attendance at all of each session is expected, as it should contribute to the student’s accomplishment of course objectives. Attendance will be part of the participation grade to the extent that absent students will, of course, not have an opportunity to participate. Not following agreed-upon class norms will impact the participation grade. The following overall standards will be used:

A: Consistent, active involvement without dominating; high level of knowledge and insight; comments are on topic; efficient use of air time; interacts with, refers to comments of, and/or draws out other students; class norms followed
B: Regular involvement; good level of knowledge and insight; comments are on topic; class norms followed
C: Occasional comments; usually on topic; some class norms not followed
D: Rare comments, usually on topic; some class norms not followed
F: No participation, or participation always off topic; some class norms not followed

Participation will be worth 10% of the course grade.

E. Overall Grading Criteria:

Grades will be based on criteria and standards of the Graduate Bulletin and the School of Social Work Grading Policy documented in the Graduate Student Handbook.

As can be seen from the definitions of letter grades, summarized below, “A” grades are for truly outstanding work and are likely to be rare.

A: work that not only demonstrates excellent mastery of content, but also shows that the student has a) undertaken complex tasks, b) applied critical thinking skills to the assignment, and/or c) demonstrated creativity in her or his approach to the assignment. The degree to which the student demonstrates these skills determines whether he/she receives an A or an A-.
B+: work that is judged to be very good. This grade denotes that a student has demonstrated a more-than-satisfactory understanding of the material being tested, and has exceeded expectations in the assignment.
B: work that meets the basic requirements of the assignment. It denotes that the student has done satisfactory work on the assignment and meets the expectations of the course.
B-: performance was less than satisfactory on an assignment, reflecting only moderate grasp of content and is below expectations.
C: reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
C- to F: a failure to meet minimum standards, reflecting serious deficiencies in a student’s performance on the assignment.
V. COURSE POLICIES

SDSU Faculty Senate Disability Policy
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Accommodation for Religious Observances
Students will be allowed to complete examinations or other requirements in advance of a religious observance. However, it is the student’s responsibility to contact me in advance so that I can make the necessary arrangements.

Academic Misconduct
Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts.

Academic misconduct, including plagiarism, is a serious offense in acadmia and will be treated according to the university policy, as written in the SDSU catalog/Graduate Bulletin. Any Academic misconduct, including plagiarism infractions, will be reported to the SDSU Office of Student Rights and Responsibilities as is mandated by the CSU Chancellor. If you are unsure as to what is plagiarism: Students can take the 30-minute pre- and post- online quiz: SDSU Plagiarism: The crime of intellectual property by SDSU librarian Pamela Jackson, found at: http://infotutor.sdsu.edu/plagiarism/index.cfm.

For more information visit the Office of Student Rights and Responsibility: http://studentaffairs.sdsu.edu/srr/academics1.html

VI. COURSE TOPICS AND READINGS

Students are encouraged to bring to class copies of all readings required for a session to refer to during discussions and activities as needed.

NOTE: BB = the document is at the course Blackboard site. NOTE: For Northouse readings, complete in advance of class the questionnaires indicated below by QUESTIONNAIRE for that week. If are not supervising or in a leadership role, respond as you expect you would if you were a supervisor or leader. These may be used for your 360 Degree
Assessment assignment. If you purchased the book new, you can complete the instruments on line and obtain analysis of your scores.

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<tr>
<th>SESSION</th>
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| 1       | 1-21 | **Overview, plans for the course, evidence-based practice and organizational change, personal visions**  

**NOTE:** Before the Week 2 class, go to [http://www.teamtechnology.co.uk/mmdi/questionnaire/](http://www.teamtechnology.co.uk/mmdi/questionnaire/) and complete that questionnaire. This will give you a 4-letter profile. Review your results on each pair of characteristics (e.g. E/I) and take notes on relevant points. Also go to the Myers Briggs link near the top of the page, and at that page open the Myers Briggs Type Descriptions. Go to your type and print the page and/or take notes on relevant points. ALSO go to [http://www.personalitypage.com/portraits.html](http://www.personalitypage.com/portraits.html) and go to your type and print the page and/or take notes on relevant points. **Email your profile to the professor by January 27.**

| 2       | 1-28 | **Leadership overview, traits and skills**  
        |      | Northouse, Chs. 1 Introduction, 2 Trait Approach, & 3 Skills Approach  
        |      | QUESTIONNAIRES: 2. LTQ (optional for other people), 3. Skills Inventory Leadership and Other Key Factors Related to Organizational Performance BB  
        |      | **NOTE:** Read and be prepared to share your answers on Case 2-1 in Northouse: Choosing a New Director of Research |

| 3       | 2-4  | **Leadership: Styles, contingency theories**  
        |      | Northouse Chs. 4 Style Approach, 5 Situational Approach, & 6 Contingency Theory  
        |      | QUESTIONNAIRE: 4. Style Questionnaire, 5. Situational Leadership  
        |      | Austin, Brody, & Packard: Case 4.3: To Talk or Not to Talk  
        |      | OPTIONAL for non-SW 740 students: Austin, Brody, & Packard, Chs. 1, 2  
        |      | **NOTE:** Between Feb 9 and Feb 22, go to a web link which will be provided in class and complete the on-line survey. This will ask you to provide your impressions on two organizational changes you have experienced: one successful and one unsuccessful. Anonymous collated responses will be shared in class at a March session. |

| 4       | 2-11 | **Leadership: Models 1**  
        |      | Northouse, Chs. 7 Path-Goal Approach, 8 Leader-Member Exchange Theory, & 9 |
Transformational leadership

QUESTIONNAIRE: 7. Path-Goal Questionnaire, LMX 7 Questionnaire, 9 Sample Items from the MLQ

Austin, Brody, & Packard: Case 4.6: Executive Leadership: Read the whole case and choose one section (Stan, Tom, Leona, or Karen) and analyze that section, also using the introduction and CEO’s Perspective sections. NOTE: Use the Strategic Issues debriefing questions on p. 22 of Austin, Brody, and Packard for this case.

5 2-18  Leadership Models 2

Northouse, Chs. 10 Servant Leadership, 11 Authentic Leadership

QUESTIONNAIRE: 10 Servant Leadership Questionnaire (NOTE: This should be completed by two people who know your work.), 11 Authentic Leadership Self-Assessment Questionnaire

Austin, Brody, & Packard: Case 8.4: Jefferson Hospital. NOTE: Use the Strategic Issues debriefing questions on p. 22 of Austin, Brody, and Packard for this case.

6 2-25  Leadership Development, Transitioning into Leadership and Management Roles

NOTE: Professor will be absent. Students will self-manage the session.

Northouse, Ch. 12 Team Leadership

Becoming a Manager in a Nonprofit HSO: Making the Transition from Specialist to Generalist BB

Austin, Brody, & Packard: Case 4.4 Agency Director Uses a Personal Coach to Address His Leadership Style

Leadership Style Indicator BB
LSI Adjectives BB
Leadership Style Indicator Description Summary BB
LSI Feedback: Getting the Most out of Your LSI Feedback, Positive leadership Style Characteristics BB
Human Services Leadership Competencies 360 Assessment BB
Personal Development Plan BB

7 3-3  Organizational Change 1: Overview and Framework

Organizational Change Chapters 1 Introduction and 2 Conceptual Framework

Austin, Brody, & Packard: Case 4.7: Marian Health Center. NOTE: Use the Strategic Issues debriefing questions on p. 22 of Austin, Brody, and Packard for this case.

CASE ASSESSMENT PAPER DUE
Organizational Change Chapters 3 Some History and Evidence and 4 You as a Change Leader
Austin, Brody, & Packard: Case 8.1: Implementing Organizational Change as a Newcomer

Organizational Change Chapters 5 Early Stages, 6 Middle Steps, and 7 Later Steps
Austin, Brody, & Packard: Case: 6.6 Painful Choices

QUESTIONNAIRE: Gender-Leader Implicit Association Test
Organizational Change Chapters 8 Change Technologies, 9 Staff-Initiated Organizational Change, and 10: Organization Redesign
Austin, Brody, & Packard: Case: 5.6 Cutbacks and Performance Pressure
Northouse, Ch. 14: Women and Leadership

Spring Break: March 26 - April 3

Northouse, Ch. 15: Culture and Leadership
QUESTIONNAIRE: Dimensions of Culture Questionnaire
Austin, et al.: Case 4.2: Mediating Differences in Gender & Work Style
Managing for Diversity and Empowerment in Human Service Agencies BB (2 files)
Managing Diversity BB
ORGANIZATIONAL CHANGE PLAN PAPER DUE

Supervision 1: Fundamentals
Austin & Hopkins, Ch. 1: The Changing Nature of Human Services and Supervision
Austin & Hopkins, Ch. 3: Supervisory Relationships,
Austin & Hopkins, Ch. 4: Effective Interpersonal and Critical Thinking Skills
Austin, Brody, & Packard: Case 7.12: Supervising Five Case managers: Read the
entire case, and then select one segment for analysis. Answer the discussion question for that segment prior to class for discussion in class.

13  4-21  Supervision 2: Advanced

Austin & Hopkins, Ch. 15 Creating a Culture that Supports the Development of Staff
Managing Employees BB (Brody & Nair, Ch. 5)
Austin, Brody, & Packard: Case 7.13: Supervisory Leadership: Read the entire case, and then select one segment for analysis. Answer the discussion question for that segment prior to class for discussion in class.

14  4-28  Creating a Learning Culture

Austin & Hopkins, Ch. 2 Defining the Learning Organization BB
Austin & Hopkins, Ch. 11 Promoting a Learning Culture
Austin, Brody, & Packard: Case 7.9 SOS in DHS: A Problem of Motivation

15  5-5  Values & Ethics, Synthesis

Northouse, Ch. 16: Leadership Ethics
QUESTIONNAIRE: Perceived Leader Integrity Scale
The Essence of Ethical Leadership BB
Austin, Brody, & Packard: Case 4.10: Damage Control

5-9:  360 DEGREE FEEDBACK PAPER DUE

VII. BIBLIOGRAPHY

Journals

Nonprofit and Management Leadership  Journal of Servant Leadership
Journal of Change Management  Journal of Applied Behavioral Sciences

Leadership


**Organizational Change**


Organizational Learning


Supervision


**Gender and Diversity Issues**


**Ethics**


Revised January 2016