SOWO 804: Organizational and Community Behavior
2:00 pm-4:50 am, Tuesdays, Fall 2008
Tate-Turner Kuralt Building, Room 101

Instructor:
Walter C. Farrell, Jr.
Office: 548K Tate-Turner-Kuralt Bldg.
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Office Hours: 12:00 pm-2:00 pm, Monday, and 3:00 pm-5:00 pm, Tuesday. MTWThF by appointment for all students.

Course Description:
This course explores theories and models for understanding the behavior of human service organizations and local communities so that they can be helped to provide needed services and supports.

Course Goal:
An understanding and sensitivity to political, structural, economic, and institutional factors, which define and shape advanced practice in human service organizations and communities to preserve and strengthen families through social interventions.

Course Objectives:
Upon completion of this course, students should be able to:

1. Discuss and analyze a broad range of organizational and community theories, and to include applied examples of structural, developmental, environmental, feminist, and transformational perspectives.

2. Apply appropriate organizational and community theory to the assessment of organizational and community development status through case analyses.

3. Understand and assess the leadership roles of public and nonprofit human service organizations in strengthening families and building community assets.
4. Understand the contribution of professional ethics and values in human services and community practice, especially to oppressed, vulnerable, and disadvantaged populations (e.g., persons of color, women, and GLBT persons, etc.).

5. Identify patterns of institutional discrimination and oppression within organizations and communities and understand the “political and policy processes” that can be engaged to change oppressive conditions.

6. Demonstrate ability to use organizational and community behavior theory to understand problems occurring within organizations and communities and to recommend problem-solving strategies by:

   A. Identifying behaviors within a specific community or human services organization that have contributed to problems in functioning, and

   B. Describing and developing structural or process changes that should be implemented to improve functioning.

**Required Texts/Readings:**

Weil, M. (2005) *The Handbook of Community Practice*. Thousand Oaks, CA: Sage Publications. *(Text will also be used in SOWO 874; it can be purchased in the Health Affairs Bookstore.)*

World Wide Web and online via E-Reserves. To access E-Reserves, go to the main UNC Library page (www.lib.unc.edu) click on Reserves (under Course Materials), click on “SEARCH for Electronic Reserves and Course Materials,” and search for “Social Work” and scroll down for SOWO 804 (Farrell).

To access readings on the class website, type in http://www.unc.edu/~wfarrell/SOWO804/ go to syllabus, readings, etc. (readings can be directly accessed by clicking the appropriate link from the syllabus). PLEASE PAY SPECIAL ATTENTION TO THE SECTIONS MARKED WITH THE ASTERISK.*

*TEACHING METHODS*

Instruction will include *PowerPoint presentations*, In-Class exercises/case studies related to the readings. *The instructor will also draw upon examples from his experience in advising nonprofit and for-profit organizations.* Students will also have leadership roles in class discussions.

A supportive learning environment will be emphasized, one that is fostered by listening to the ideas and views of others, appreciating a point of view that is different from your own, articulating clearly your point of view, and linking experience to readings and assignments. The instructor appreciates your contributions to making this a safe and respectful class for learning and growth.
*GRADING SYSTEM

Students enrolled in SOWO 883 will have to earn the following number of points for the grades listed below.

H = 94 or more points

P = 80-93 points

L = 70-79 points

F = 69 and below

*POLICY ON INCOMPLETES AND LATE ASSIGNMENTS

There will be no extensions of due dates for assignments except in case of emergency. EMERGENCY SITUATIONS MUST BE BROUGHT TO THE INSTRUCTOR’S ATTENTION PRIOR TO THE DUE DATE VIA PHONE OR EMAIL. A formal excuse must be presented in order to complete the assignment.

Points for an assignment will be awarded on an assigned points’ basis. To receive all or a portion of the points on an assignment, the student must (1) submit it to the instructor at the beginning or end of the class session when it is due and (2) write something that meets all of the assignment criteria. Papers will be graded, and feedback will be supplied promptly after submission.

Any EXCUSED ABSENCE will require formal documentation (e.g., doctor’s excuse, funeral program, etc.). An unexcused absence will result in a denial of the option to make up any assignment due and/or completed on that date.

INCOMPLETES will be given on rare occasions when the student has notified the instructor of an emergency that prevents him/her from completing remaining course requirements. Students must be current in all assignments at that time.

*POLICY ON ACADEMIC DISHONESTY

Please refer to the APA Style Guide (fourth Edition), for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a typed, signed pledge, on the cover page of the assignment, stating that, "I (we) have not given or received unauthorized aid in preparing this written work." If this pledge is not affixed to the written assignment, 1 point will be deducted from the grade on the assignment.
*POLICY ON ACCOMMODATIONS
FOR STUDENTS WITH DISABILITIES

Students with disabilities that affect their participation in the course and who wish to have special accommodations should contact the University’s Disabilities Services and provide documentation of their disability. Disabilities Services will notify the instructor that the student has a documented disability and may require accommodations. Students should discuss the specific accommodations they require (e.g., changes in instructional format, examination format) directly with the instructor.

*POLICY ON USE OF ELECTRONIC DEVICES IN THE CLASSROOM

NO ELECTRONIC DEVICES CAN BE USED IN CLASS WITHOUT PRIOR APPROVAL OF THE INSTRUCTOR. Students with disabilities must provide written documentation of a disability requiring the use of a laptop or other electronic device for class. Use of electronic devices for non-class related activities (e.g., checking email, playing games, etc.) is prohibited.

*OTHER POLICIES/GENERAL INFORMATION

Students are expected to attend classes and TO ARRIVE AT 2:00 PM.(as there will be In-Class case studied/exercises to complete), complete ALL assigned readings, participate in class discussions, and SUBMIT WRITTEN ASSIGNMENTS IN CLASS ON THE DATE DUE OR PLACED IN THE INSTRUCTOR’S MAILBOX ON THE FIRST FLOOR IN TTK. No assignments will be accepted via email to the instructor’s account. Unexcused tardiness will RESULT IN A DEDUCTION OF UP TO 5 POINTS for each late arrival.

Be advised that all typewritten papers will be GRADED FOR CONTENT and basic MECHANICS OF GRAMMAR—whether subject(s) and verb(s) agree, run-on sentences, misspelled words, fragment sentences, inappropriate use of commas, etc. for which 1 point will be deducted for each of the latter mistakes.

Students whose class attendance conflicts with religious holiday(s) should bring this matter to the instructor’s attention. No students will be excused for vacations, conferences, etc., unless approved by the SOWO administration. Assignments must be prepared on a word-processor in accordance with APA guidelines, 5th Edition, the format required by many leading journals in Social Work and related fields.

*CLASS ASSIGNMENTS

Definitions and Oral Presentation (8 pts.) Due September 8th.
Define the following terms: Organizational Behavior, Community Behavior, and Leadership Behavior (Formal and Informal) in an Organization.
BRIEF REACTION PAPER (15 pts.): The brief reaction paper will address the following topic: Impact of Organizational Attributes: Hasenfeld (1992, pp. 3-44) discusses several distinctive attributes of human services organizations in the context of today’s social work practice. Select one of these attributes and discuss why the attribute does or does not characterize your practicum (or other) agency. Support your position with specific examples and/or appropriate documentation (e.g., agency data). Then, discuss the implications of your conclusions for: (a) service delivery and (b) organizational-environmental relations (4 double-spaced pages): Due September 22nd. Be prepared to present a summary of your paper and discuss your observations with the class.

SEMINAR LEADERSHIP BY STUDENT TEAMS (10 pts.): Student work groups have been assigned to provide an overview of the key issues in the readings for each class as designated on the syllabus. The instructor will provide each group with a set of guidelines to address based on the assigned readings for each date. Students will be expected to discuss the readings using a short PowerPoint presentation (5-8 slides). (The presentation must be emailed to the instructor one day before the presentation so that copies can be made for the class.)

MIDTERM EXAMINATION (20 pts.): Applied Exercise”. Details will be provided in class. The take-home examination will be distributed on October 7th and due in my first floor mailbox on October 13th by 4:50 pm.

ORGANIZATIONAL BEHAVIOR JOURNAL (15 pts.): Keep a journal in which you describe your observations of “formal” and informal” organizational behavior by your supervisor and/or other employees in your agency/organization in accord with its mission and/or objectives. Draw upon class readings and discussions to inform your observations. Due October 27th. Also bring a one-page handout listing “key points” for distribution and discussion (18 copies). Be prepared to present a 2 minute summary of your journal, and discuss your observations with the class.

One Page Memo Assessments (4pts. each x 6 = 24 pts. Total) You will be assigned to write one page single-page memos on dates noted in syllabus in which you will assess/analyze an issue raised in the required readings. You will be given directions/guidelines as to the content of the memo 1 week prior to the due date.

CLASS EXERCISES/CASE STUDIES (8 pts.): Each In-Class exercise and/or case study will receive the number of points listed below. (Students will be assigned work as individuals or as teams.)

The final grade (as summarized below) will be based on an evaluation of seminar case studies and written assignments. The criteria for grading written assignments will include: following directions, precision, responsiveness to the task, use of detail in explaining theoretical concepts, practicality of recommendations (tested against whatever research evidence you provide), clarity in writing, and proper use of APA style.
8 pts. Definitions and Leadership Presentation
15 pts. Brief Reaction Paper: Impact of Organizational Attributes
15 pts. Organizational Behavior Journal
20 pts. Midterm Examination
24 pts. One Page Memo Assessments (4 pts each x 6)
10 pts. Seminar Leadership By Student Teams
8 pts. Four In-Class Exercises/Case Studies (2 pts. each x 4)

F = 69 and below, L = 79 and Below, P = 80-93, H = 94-100

*READINGS AND COURSE OUTLINE

*NOTE: ASSIGNED READINGS MAY BE SUBSTITUTED AND DELETED
PURSUANT TO INSTRUCTOR AND STUDENT CONSENSUS AND/OR THE
EMERGENCE OF RELEVANT CONTEMPORARY MATERIAL GERMANE TO THE
CLASS TOPIC. (PowerPoint Presentations Will Be Posted on Day of Class).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
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<tbody>
<tr>
<td>August 25</td>
<td>Introductions, Class Overview, and Syllabus Revision</td>
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<tr>
<td>September 1</td>
<td>LABOR DAY HOLIDAY</td>
</tr>
<tr>
<td>September 8</td>
<td>ORGANIZATION AND COMMUNITY</td>
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<tr>
<td></td>
<td>• What is an Organization and Why Study It?</td>
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<td></td>
<td>• What is a Community and Why Study It?</td>
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<tr>
<td></td>
<td>• Leadership in Organizational and Community Practice</td>
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<td></td>
<td>• Evaluation of What We Already Know</td>
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**Assigned Readings:**
Weil, Chapters 2 & 4

**Recommended Readings:**

3. Developing Effective Study Committees.  
   http://www.unc.edu/~wfarrell/SOWO804/Readings/eff ectivestudycommittees.htm (4 pp.)
4. The Study Committee and the Community.  
   http://www.unc.edu/~wfarrell/SOWO804/Readings/stud ycommitteeandcommunity.htm (4 pp.)
   http://www.unc.edu/~wfarrell/SOWO804/Readings/co mmunityrelativity.htm (20 pp.)
   http://www.unc.edu/~wfarrell/SOWO804/Readings/organ izationaltrends.htm (3 pp.)
7. What is OB?  
   http://www.unc.edu/~wfarrell/SOWO804/Readings/wh atisob.htm (2 pp.)

Assignment #1 (One Page of Definitions and Oral Presentations) Due
In-Class Exercise/Case Study #1

September 15

UNDERSTANDING ORGANIZATIONS:
INTRODUCTION TO ORGANIZATIONAL THEORIES

- Hx of Social Welfare Administration
- The Nature of Human Service Agencies
- Traditional Approaches to Understanding Organizations
- The Institutional Ecology of Human Services Organizations
• The Political and Economic Determinants of Human Services Organizations

**Assigned Readings:**


**Recommended Readings:**


*Bring Your Practicum Site’s Organizational Chart to Class to Discuss Implications for Leadership*

**GROUP #1 SEMINAR LEADERSHIP**

**September 22**

**TRADITIONAL APPROACHES TO ORGANIZATIONAL STRUCTURE**

• Types of Organizations
• Complexity, Formalization, and Centralization
• Explaining Organizational Structure
• The Importance of the Environment

**Assigned Readings:**

   http://www.unc.edu/~wfarrell/SOWO804/Readings/orgstructureanddesign.htm (10 pp.)

   http://www.unc.edu/~wfarrell/SOWO804/Readings/ageofsocialtransformation.htm (33 pp.)

Reaction Paper Due on Impact of Organizational Attributes (and Brief Summary Presentation)
GROUP #2 SEMINAR LEADERSHIP
In-Class Exercise/Case Study #2

September 29 ORGANIZATIONAL ASSESSMENT

- Integrative Model of the Organizational Life Cycle
- Implications for Service Delivery

Assigned Readings:


Recommended Readings:
3. NCHPEG Organizational Assessment.
   http://www.unc.edu/~wfarrell/SOWO804/Readings/orgassessment.htm (4 pp.)

4. Organizational Assessment Questions
   http://www.unc.edu/~wfarrell/SOWO804/Readings/orgassessqs.htm (2 pp.)

5. “Analyzing Human Service Organizations”

In-Class Exercise/Case Study #3
ASSESSMENT / ANALYTICAL MEMO #1 DUE
GROUP #3 SEMINAR LEADERSHIP
THEORIES/MODELS OF COMMUNITY PRACTICE
COMMUNITIES: LARGE ORGANIZATION?

- Why Do Communities Behave as They Do?
- Defining Community and Community Development
- What Theories Apply to Community Organizations?
- Social Capital

**Assigned Readings:**
Weil, Chapters 5, 6, & 7

**Recommended Readings:**


http://www.unc.edu/~wfarrell/SOWO804/Readings/bowlingtogether.htm

**ASSESSMENT / ANALYTICAL MEMO #2 DUE**
**GROUP #4 SEMINAR LEADERSHIP**

October 13  MIDTERM EXERCISE (No Class)

October 20  ORGANIZATIONAL THEORY FROM A TRANSFORMATIONAL PERSPECTIVE

- Paradigm Shifting
- The Meta-model of Organization

**Assigned Readings:**


**Recommended Readings:**
4. Seeking Science in Art: Meta-Level Modeling  
http://www.unc.edu/~wfarrell/SOWO804/Readings/seekingscience.htm (12 pp.)

**ASSESSMENT / ANALYTICAL MEMO #3 DUE**

October 27  FEMINIST PERSPECTIVES

- What is Feminist Organizing?
- How is it Structured?
- What Theories Apply?

**Assigned Reading:**
Weil, Chapter 19
Recommended Readings:

2. What is Feminism?
http://www.unc.edu/~wfarrell/SOWO804/Readings/feminism.htm (6 pp.)


Organizational Behavior Journal Due (and Brief Summary Presentation)
GROUP #5 SEMINAR LEADERSHIP

November 3

THE LEARNING ORGANIZATION

- What is a Learning Organization
- How would you turn your Organization into One?

Assigned Readings:

2. Lipshitz, R., Popper M., and Friedman, V. “A Multi-facet Model of Organizational Learning.”
http://www.unc.edu/~wfarrell/SOWO804/Readings/multifacet.doc (51 pp.)

Recommended Readings:
3. The Learning Organization
http://www.unc.edu/~wfarrell/SOWO804/Readings/learningorg.htm (4 pp.)

4. The Learning Organization
http://www.unc.edu/~wfarrell/SOWO804/Readings/skyrmelearnorg.htm (7 pp.)
November 10

POWER, DEPENDENCY, SOCIAL JUSTICE, AND MANAGING DIVERSITY

- Perspectives on Power in Organizations and Communities
- Patterns of Institutional Discrimination and Oppression
- Patriarchy and Social Welfare Work
- Empowerment Models
- Work with Vulnerable, Disadvantaged, and Oppressed Populations
- Conflict Management
- Cultural Competence

**Assigned Readings:**


http://www.unc.edu/~wfarrell/SOWO804/Readings/power.pdf

http://www.unc.edu/~wfarrell/SOWO804/Readings/crossculture.htm

ASSESSMENT / ANALYTICAL MEMO #5 DUE
GROUP #7 SEMINAR LEADERSHIP

November 17

DECISION-MAKING, MOTIVATION, AND INTER- AND INTRA-ORGANIZATIONAL COORDINATION

- Decision Making Theories
- Theories of Motivation
- Coordination, Collaboration, and Network Formation
- Team Building Within and Outside the Organization

Assigned Readings:
1. Models of Ethical Decision Making
   http://www.unc.edu/~wfarrell/SOWO804/Readings/sevenstep.htm (6 pp.)

2. Theories of Decision Making

3. Motivational Theories
   http://www.unc.edu/~wfarrell/SOWO804/Readings/motivationaltheory.htm (3 pp.)

4. Endogenous Theories of Motivation
   http://www.unc.edu/~wfarrell/SOWO804/Readings/endogeneousmotivation.pdf (4 pp.)


6. The Basics of Team Building
   http://www.unc.edu/~wfarrell/SOWO804/Readings/teambuildingbasics.htm (4 pp.)
7. Managing People – Motivation
   http://www.unc.edu/~wfarrell/SOWO804/Readings/managingpeople.htm (3 pp.)

8. Leadership Teams
   http://www.unc.edu/~wfarrell/SOWO804/Readings/leadershipteams.htm (3 pp.)

In-Class Exercise/Case Study #4
GROUP #8 SEMINAR LEADERSHIP

November 24

ORGANIZATIONAL EFFECTIVENESS, CHANGE, AND INNOVATION

- Traditional Models of Effectiveness
- The Contradiction Model
- Transformation and Organizational Effectiveness
- The Dynamics of Organizational and Community Change
- Organizational Decline and Corrective Action Facilitating Change
- The Five Dysfunctions of a Team

Assigned Readings:
Weil, Chapters 31 & 36


   http://www.unc.edu/~wfarrell/SOWO804/Readings/5businesstrends.htm (9 pp.)

3. The Impact of Technology on Organizational Transformations
   http://www.unc.edu/~wfarrell/SOWO804/Readings/technologyimpact.htm (6 pp.)

4. Building a Sustainable Innovation Organization
   http://www.unc.edu/~wfarrell/SOWO804/Readings/sustainableinnovation.htm (4 pp. in landscape)

5. Managing Innovation
   http://www.unc.edu/~wfarrell/SOWO804/Readings/managinginnovation.htm (4 pp. in landscape)
6. The Five Dysfunctions of a Team, etc. (Handouts)

GROUP #9 SEMINAR LEADERSHIP
ASSESSMENT / ANALYTICAL MEMO #6 DUE

December 1
COURSE WRAP-UP
SUMMATIVE WRAP-UP AND CLASS ROUNTABLE
CLASS EVALUATION

SOWO 804 STUDENT TEAMS

GROUP #1
Atwell, Leah
Bush, Ann

GROUP #2
Byrd, Sarah
Curtis, Lindley

GROUP #3
Davis, Allison
Daye, Adrian

GROUP #4
De Freitas, Kaara
Ginley, Caroline

GROUP #5
Grandstaff, Christina
Johnson, Kara

GROUP #6
Miller, Gordon
Prentice, Matthew

GROUP #7
Pugh, Miriam
Render, Rae

GROUP #8
Retterer, Shawn
Taylor, Shanta

GROUP #9
Thompson, Samuel
Wiseman, Stephen