SOWO 804: Organizational and Community Behavior
9:00 am-11:50 am, Tuesdays, Spring 2008
Tate-Turner Kuralt Building, Room 113

Instructor:
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Office Hours: 7:30 pm-8:50 am and 12:00 pm-1:50 pm, Tuesday, and MWThF 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 examples of structural, developmental, environmental, feminist, and transformational perspectives.
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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, GLBT persons).

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 an oppressive condition.

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 structural or process changes that should be implemented to improve functioning.

Texts:
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.

To access readings on the class website, type in http://www.unc.edu/~wfarrell/SOWO804/, and then go to syllabus, readings, etc. (readings can be directly accessed by clicking the appropriate link from the syllabus).
Expectations and Evaluation:
Students are expected to complete assigned and independent readings, contribute to the development of a positive learning environment in the seminar, and demonstrate their learning through written assignments and seminar contributions. **Assigned readings are identified on the proposed schedule.** Students are also expected to do independent reading related to their particular interests. **Students are also responsible for all assigned readings!**

Written assignments: The assignments will provide students with opportunities to examine the political, economic, and institutional determinants of human services organizations and community behavior, and their ability to strengthen families and add to community assets. They **must be submitted when due, and they should 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. **An applied midterm assignment will also be given.** All assignments will be evaluated on their **CONTENT and the MECHANICS of GRAMMAR.** Points will be deducted for verb-subject disagreements, run-on sentences, comma splices, sentence fragments, etc.

Definitions and Leadership Presentation (8 pts.) **Due January 22nd.**
Define the following terms: Leadership, Formal Leadership, Informal Leadership, Organizational Behavior and Community Behavior.

**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 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 February 5th.** Be prepared to present a summary of your paper and discuss your observations with the class.

**MIDTERM EXAMINATION (15 pts.):** Applied “Leadership Exercise”. Details will be provided in class. **This take-home exercise will be distributed on February 26th and due in my first floor mailbox on March 4th by 4:50 pm or emailed.**
ORGANIZATIONAL BEHAVIOR JOURNAL (15 pts.) Keep a journal in which you describe your observations of “formal” and informal leadership” by your supervisor and/or other employees in your agency/organization in accord with the agency/organizations mission and/or objectives. Draw upon class readings and discussion to inform your observations. Due March 18th. Email me a one-page handout listing “key points” on March 17 by 6:00 pm so I can distribute in class on March 18. Be prepared to present a 2-3 minute oral summary of your journal, and to discuss your observations with the class. THERE WILL BE REGULAR UPDATES AND POSSIBLE REVISIONS ON THE SCOPE OF THIS ASSIGNMENT BASED ON CLASS FEEDBACK.

Since you will have presented the organizational chart for your organization in a previous class, your journal should include the following:

- Observations of staff adherence to the “formal” organizational guidelines of your agency/organization;

- Observations of staff adherence to the “informal” organizational guidelines of your agency/organization;

- An assessment of how these behaviors relate to the implementation of your agency’s mission and objectives; and

- Describe any unique processes/behaviors that you observe.

You should also draw upon the class readings, handouts, and discussions in reflecting upon what your observations mean. Don’t hesitate to offer your own perspective on how the organization works and what you would do to change anything. Draw some final conclusions.

COMMUNITY BEHAVIOR JOURNAL #2 (15 pts.) The second journal should describe the behavior of leaders in the community served by your agency/organization (grassroots leaders, elected officials, civic leaders, religious leaders, etc.) on behalf of the clients served by your agency/organization. This information may be gathered from discussions with agency personnel, review of current periodicals, and interviews with community leaders, if possible. Due April 15th.
Describe examples of general and specific community behavior(s) in the community population served by your agency/organization that impact, cause, and/or drive the delivery of your agency’s services in its target/service area:

- This information can be derived from anecdotal information, agency records, interviews of agency staff, personal observations and interactions, review of current periodicals, and interviews with community leaders, if possible.

- Observations can also include an assessment of advocacy and/or legislative initiatives and can be synthesized across the groups below:
  - Community grassroots leaders,
  - Elected officials,
  - Religious leaders,
  - Civic leaders, and
  - Individual citizens.

THERE WILL BE REGULAR UPDATES AND POSSIBLE REVISIONS ON THE SCOPE OF THIS ASSIGNMENT BASED ON CLASS FEEDBACK IN-CLASS EXERCISES/CASE STUDIES (32 pts.): Each in-class exercise and/or case study will receive a maximum grade of 4 points. (Students will be assigned to work in groups).

Evaluation of seminar performance: The final grade will be based on an evaluation of seminar contributions, 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. A cumulative score for the course, as a whole, will be computed as follows:

- 8 pts. Definitions and Leadership Presentation
- 15 pts. Brief Reaction Paper: Impact of Organizational Attributes
- 15 pts. Midterm Leadership Exercise
- 15 pts. Organizational Behavior Journal
- 15 pts. Community Behavior Journal
- 32 pts. In-Class Exercises/Case Studies
Policy on Assignments and Attendance
Students are expected to attend all classes. A formal excuse should be presented to the instructor when make-up work is being requested for an absence or missed assignment. You must be present to participate in group and/or individual presentations.

Policy on Academic Dishonesty
Please refer to the APA Style Guide, the SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism, and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, “I have not given or received unauthorized aid in preparing this written work.” In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

Accommodations for Students
Students with disabilities which affect their participation in the course should notify the instructor for appropriate accommodations in instructional and presentation format. Students observing religious holidays should also notify the instructor, ahead of time, if the date(s) conflict(s) with the class schedule.

NOTE: ASSIGNED READINGS MAY BE SUBSTITUTED AND DELETED. (PowerPoint Presentations Will Be Posted On Day Of Class.) AN AGENDA WILL BE PRESENTED AT THE BEGINNING OF EACH CLASS.
# PROPOSED SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
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<tbody>
<tr>
<td>January 15</td>
<td>Introduction, Class Overview, and Syllabus Revision</td>
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**January 22**

**ORGANIZATION AND COMMUNITY**

- What is an Organization and Why Study It?
- What is a Community and Why Study It?
- Leadership in Organizational and Community Practice
- Evaluation of What We Already Know

**Assigned Readings:**
- Weil, Chapters 2 & 4

**Recommended Readings:**
   [http://www.unc.edu/~wfarrell/SOWO239/Readings/humancomplexsystems.htm](http://www.unc.edu/~wfarrell/SOWO239/Readings/humancomplexsystems.htm) (22 pp.)

   [http://www.unc.edu/~wfarrell/SOWO239/Readings/communitystudydefinitions.htm](http://www.unc.edu/~wfarrell/SOWO239/Readings/communitystudydefinitions.htm) (6 pp.)

3. Developing Effective Study Committees.

4. The Study Committee and the Community.
   [http://www.unc.edu/~wfarrell/SOWO239/Readings/communityrelativity.htm](http://www.unc.edu/~wfarrell/SOWO239/Readings/communityrelativity.htm) (20 pp.)

6. “21\textsuperscript{st} Century Organizational Trends.”
   [http://www.unc.edu/~wfarrell/SOWO239/Readings/organizationaltrends.htm](http://www.unc.edu/~wfarrell/SOWO239/Readings/organizationaltrends.htm) (3 pp.)

7. What is OB?
   [http://www.unc.edu/~wfarrell/SOWO239/Readings/whatison.htm](http://www.unc.edu/~wfarrell/SOWO239/Readings/whatison.htm) (2 pp.)


**Assignment #1 (One Page of Definitions and Oral Presentation of Leadership Experience) Due**
January 29

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:**
3. Walonick, D.S. “Organizational Theory and Behavior.”

   [http://www.unc.edu/~wfarrell/SOWO239/Readings/organization_theory_for_leaders.htm](http://www.unc.edu/~wfarrell/SOWO239/Readings/organization_theory_for_leaders.htm) (10 pp.)

**In-Class Exercise/Case Study #1**
*Bring Your Practicum Site’s Organizational Chart (Typed Graphic) to Class to Discuss Implications for Organizational and Community and Behavior*
TRADITIONAL APPROACHES TO ORGANIZATIONAL STRUCTURE

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

**Assigned Readings:**
1. Dinkelaker, A. “The New Frontier in Democratic Theory and Practice: Organizational Forms that Simultaneously Optimize Autonomy & Community”

2. “A Holistic Model for Organizational Management.”
   [http://www.unc.edu/~wfarrell/SOWO239/Readings/holisticorgmanagement.htm](http://www.unc.edu/~wfarrell/SOWO239/Readings/holisticorgmanagement.htm) (5 pp.)


   [http://www.unc.edu/~wfarrell/SOWO239/Readings/ag eofsocialtransformation.htm](http://www.unc.edu/~wfarrell/SOWO239/Readings/ag eofsocialtransformation.htm) (33 pp.)

**Reaction Paper Due on Impact of Organizational Attributes (and 1-2 Minute Summary Presentation)**

**In-Class Exercise/Case Study #2**
February 12 ORGANIZATIONAL ASSESSMENT

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

**Assigned Readings:**


**Recommended Readings:**


*In-Class Exercise/Case Study #3*
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/SOWO239/Readings/communitypractice.htm](http://www.unc.edu/~wfarrell/SOWO239/Readings/communitypractice.htm) (14 pp.)


*In-Class Exercise/Case Study #4*

**February 26**

**ORGANIZATIONAL THEORY FROM A TRANSFORMATIONAL PERSPECTIVE**

- Paradigm Shifting
- The Meta-model of Organization

**Assigned Readings:**


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**Recommended Readings:**

4. Seeking Science in Art: Meta-Level Modeling
   [http://www.unc.edu/~wfarrell/SOWO239/Readings/seekingscience.htm](http://www.unc.edu/~wfarrell/SOWO239/Readings/seekingscience.htm) (12 pp.)

**In-Class Exercise/Case Study #5**

March 4          MIDTERM EVALUATION (No Class)
March 11         SPRING BREAK
March 18         FEMINIST PERSPECTIVES

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

**Assigned Reading:**

Weil, Chapter 19

**Recommended Readings:**


2. What is Feminism?

Organizational Behavior Journal Submission

March 25

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/SOWO239/Readings/multifacet.doc (51 pp.)

Recommended Readings:
3. The Learning Organization
   http://www.unc.edu/~wfarrell/SOWO239/Readings/learningorg.htm (4 pp.)

4. The Learning Organization
   http://www.unc.edu/~wfarrell/SOWO239/Readings/syrmelearnorg.htm (7 pp.)

In-class Exercise/Case Study #6

April 1

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:

2. The Mature Use of Power in Organizations
http://www.unc.edu/~wfarrell/SOWO239/Readings/maturepower.htm (4 pp.)

3. Module 2: Cultural Competence
http://www.unc.edu/~wfarrell/SOWO239/Readings/culturcompetence.htm (7 pp.)

4. Cross, T. “Cultural Competence Continuum”
http://www.unc.edu/~wfarrell/SOWO239/Readings/culturcompotencecont.htm (3 pp.)

5. Cultural Competence Discussion
http://www.unc.edu/~wfarrell/SOWO239/Readings/culturcompdiscuss.htm (2 pp.)

6. Cultural Competence
http://www.unc.edu/~wfarrell/SOWO239/Readings/culturcompetence.htm (2 pp.)

http://www.unc.edu/~wfarrell/SOWO239/Readings/peoplelikeus.htm (6 pp.)

8. Diversity, Conflict, and Organizational Effectiveness
http://www.unc.edu/~wfarrell/SOWO239/Readings/diversyconflict.doc (9 pp.)
In-Class Exercise/Case Study #7

April 8

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/SOWO239/Readings/sevenstep.htm (6 pp.)

2. Theories of Decision Making
   http://www.unc.edu/~wfarrell/SOWO239/Readings/decisiontheory.pdf (4 pp.)

3. Motivational Theories
   http://www.unc.edu/~wfarrell/SOWO239/Readings/motivationaltheory.htm (3 pp.)
4. Endogenous Theories of Motivation
   http://www.unc.edu/~wfarrell/SOWO239/Readings/endogeneousmotivation.pdf (4 pp.)


6. The Basics of Team Building
   http://www.unc.edu/~wfarrell/SOWO239/Readings/teambuildingbasics.htm (4 pp.)

7. Managing People – Motivation
   http://www.unc.edu/~wfarrell/SOWO239/Readings/managingpeople.htm (3 pp.)

8. Leadership Teams
   http://www.unc.edu/~wfarrell/SOWO239/Readings/leadershipteams.htm (3 pp.)

**In-Class Exercise/Case Study #8**

April 15

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

2. Building a Sustainable Innovation Organization
   http://www.unc.edu/~wfarrell/SOWO239/Readings/sustainableinnovation.htm (4 pp. in landscape)

3. Managing Innovation
   http://www.unc.edu/~wfarrell/SOWO239/Readings/managinginnovation.htm (4 pp. in landscape)

4. The Five Dysfunctions of a Team, etc. (Handouts)

**Community Behavior Journal Due**

**April 22**

**COURSE WRAP-UP**
- Achievements
- Evaluation