

The University of Texas at Austin
School of Social Work

SW 384C7	Instructor:	Michael Lauderdale, PhD Clara Pope Willoughby Centennial Professor
Unique No. 61020	Office Location:	SWB 3.130J
Semester: Fall 2000	Office Phone:	(512) 471-9246
Time: T 2:30 – 5:30 P M	Office Hours:	9-12 a.m. Friday
Location: Room SSW 2.112 SWB		www.survey.utexas.edu

SW 384 C7 - Dynamics of Organizations and Communities

I. Course Descriptions

This course examines the organizational context within which social services are delivered: how funding, mandate, and organizational arrangements influence service delivery, and factors to consider in efforts to modify existing organizational arrangements. The course also includes an overview of the development of the community in America and the interaction between communities and service organizations. Attention is given to particular elements of organizational and community dynamics affecting diverse gender and ethnic groups.

II. Course Objectives

By the end of the course the student should be:

1. Familiar with the major concepts and dynamics of formal organizations and their influence on social work practice;
2. Familiar with the impact of the organizational mandate, funding sources, and other constituencies on problem definitions and goal formulation;
3. Able to identify major concepts in organizational theories and to explain how such concepts relate to social work practiced at individual, family, organizational, and community levels, each as a focus of social work practice;
4. Familiar with the influence of community norms, priorities, and competitive community factions on the definition of problem/need and resource allocation for the delivery of social services;
5. Familiar with the involvement of lay citizen groups as staff supplement and as a potential strategy for change;

6. Familiar with information about special service populations and the participation of such populations in professional settings and community organizations;

7. Familiar with basic planning approaches, their advantages, and disadvantages.

III. Teaching Methods

The format will be lecture and discussion with individual assessment of knowledge and skills, group problem solving exercises, and case study analyses. A significant dimension of the successful completion of the class is the quality of preparation and participation of each student. Students should use class meeting time effectively as an opportunity to analyze concepts presented in readings. Missed classes cannot be made up and regular class attendance and participation is required.

IV. Required and Recommended Text and Materials

Required:

Kirst-Ashman, K. K. & Hull, G. H. Jr. (1997). *Generalist Practice with Organizations and Communities*. Chicago: Nelson-Hall Publishers.

Additional Required Materials:

Access to the World Wide Web, Microsoft Word, Excel and Email Activation @mail.utexas.edu These resources are available through the Learning Resource Center. Each student is expected to secure an e mail address and be prepared to use the Internet for class assignments. The Internet is an important tool for accessing University library resources and securing other information relevant to this class and the profession. The Instructor will periodically assign readings available from the Internet.

Recommended

Additional handouts will be provided as well as selected contemporary readings assigned for library access. Students are responsible for all readings as assigned. Specific note will made of optional readings. Students will be asked on occasion to bring representative material from their work and other experiences to class.

V. Course Requirements and Grading Policies

Admission to the graduate program in social work or by special permission of the instructor. Exams will be based upon readings and lectures. Questions will be multiple choice and/or short fill in the blanks. Format of the test is the sole responsibility of the instructor. Exams will not be given except on the date as pre-

sented in this syllabus. Alternative dates can not be provided for any student. Exam dates may not be held earlier, but under special circumstances may be moved to later in the semester.

Class Journal:

An important part of this class is the effort of each student to integrate class material into understanding community events. This part of the class is one measure of how well the student illustrates integration of class material into actual events that are occurring in the Austin community. Consequently it is important for each student to be regularly informed of community events and issues as reported in the local media.

By September 19, each student should provide the instructor with a brief proposal for that will be the focus of the journal that the student keeps during the semester. The proposal should include the following 3 elements:

- (1) a clear statement of the problem focus of the journal,
- (2) what tasks the student will perform in the development of the journal, and
- (3) the preliminary outline of the final journal.

The problem focus in the journal must relate either to the field placement and/or a contemporary issue in the Austin community. Here are some illustrative problem focuses for a student journal.

Identify a social problem in the community or local organization. There are countless examples. They include homeless adults in the downtown or homeless runaway youth near the campus; excessive drinking and substance abuse on 6th street; violence and fear of crime in neighborhoods; youth gangs; appropriate child care; neighborhood problems; violence in the workplace; roadway traffic and congestion; working conditions, hours and benefits; discrimination; communicable diseases; etc. Construct your journal by following one of these approaches:

- You may choose to frame the problem with an analysis of an organization. Conduct an organizational analysis of a human service organization in the Austin area and prepare a professional report. This analysis should include such things as mission and goals, structure, governance, budget and funding, staffing, environmental context and links to the community, etc.
- Alternatively, you may wish to identify an innovative response to a community problem. This might be new grassroots organizations or a new program approach being developed within an established agency. Collect information about the organization and the innovative new program. Prepare a paper that

provides an overview of the program and its goals, a critique of its capacity to successfully address the problem, and any long-term consequences you can identify.

- Identify a service delivery problem that you are aware of in an organizational setting. Write a paper that uses an organizational theories to analyze the problem. Discuss the source of the problem and the parts of the problem that each theory highlights. Develop a set of recommendations from each theoretical perspective to address the problem.

The Class Journal is due to the instructor at the close of class on Tuesday, November 30, 2000. Journal is due as a Microsoft Word file. Journals will not be accepted after the due date.

Midterm Examination:	100 points	Oct. 17, 2000
Class Journal, Exercises, and Participation	100 points	Nov. 28, 2000
Final Examination (Date is Unofficial):	100 points	Dec. 13, 2000
Total Possible Points:	300 points	

VI. Class Policies

This course covers critical issues in the design, funding, implementation, and evaluation of human service programs. Classroom activities include handling complex analytical issues demonstrating knowledge and skills in communication, persuasion, and effective leadership. Some material provided in the class may be of a confidential nature since part of the material will involve examination of ongoing human service organizations. Therefore all class participants must observe strict rules of professional conduct and closely observe any protocols that are provided by the instructor. **Because of the nature of the schedule, all readings and assignments must be completed by due dates and schedules for all aspects including examinations, and presentations will not be altered.**

Students must conduct themselves with the highest level of scholastic honesty and integrity. School policy on this subject can be found in General Information 1999-2000. Violations of the University's policy on scholastic dishonesty will result in a grade of F for the course and will result in reporting to the Dean of the School of Social Work and the Dean of the Graduate School.

The Publication Manual of the American Psychological Association is the style manual adopted by the School of Social Work. All papers prepared for this class should conform to the APA style. The complete manual is available in the Learning Resource Center.

VIII. Course Schedule

Calendar	Description	Sources	
Date	Topics	Readings	Chap.
Tuesday, Sept. 5, 2000	Introduction to class; objectives and teaching methods. Review of basic concepts of practice in multiple settings.	Kirst-Ashman, K. & Hull, G. H. Jr. (1999). <i>Generalist Practice with Organizations and Communities</i> . Chicago: Nelson-Hall Publishers.	Introduction
Tuesday Sept 12, 2000	Using Micro Skills in the Macro Environment and Using Mezzo Skills in the Macro Environment	Kirst-Ashman, K. & Hull, G. H. Jr. Traditions of Hull House: http://uac.rdp.utoledo.edu/comm-org/papers96/hull.html	2 & 3
Tuesday Sept. 19, 2000	Understanding Organizations	Kirst-Ashman, K. & Hull, G. H. Jr., et al	4
Tuesday Sept. 26, 2000	Decision Making for Organizational Change	Kirst-Ashman, K. & Hull, G. H. Jr., et al	5
Tuesday Oct. 3, 2000	How to Implement Macro Intervention: Changing Agency Policy	Kirst-Ashman, K. & Hull, G. H. Jr., et al	6
Tuesday Oct. 10, 2000	Project Implementation and Program Development	Kirst-Ashman, K. & Hull, G. H. Jr.	7
Tuesday Oct. 17, 2000	Midterm Examination Cumulative Lectures and Readings		

Tuesday Oct. 24, 2000

Introduction to Communi-
ties and Neighborhoods

Tuesday Oct. 31, 2000

Macro Practice in Com-
munities

Kirst-Ashman, K. 8
K. & Hull, G. H. Jr.
Dealing with com-
munity conflict:
[http://ohioline.ag.ohio-
state.edu/cd-
fact/1701.html](http://ohioline.ag.ohio-
state.edu/cd-
fact/1701.html)



Bowling With Others.url

Tuesday Nov. 7, 2000

Understanding Neighbor-
hoods and Communities

Kirst-Ashman, K. 9
K. & Hull, G. H. Jr.
Community readi-
ness (read Putnam's
"Bowling Alone":
[http://xroads.virginia.ed
u/~HYPER/DETOC/ass
oc/civlink.html](http://xroads.virginia.ed
u/~HYPER/DETOC/ass
oc/civlink.html)

Community Disor-
der:
[http://theatlantic.com/at
lan-
tic/election/connection/
crime/windows.htm](http://theatlantic.com/at
lan-
tic/election/connection/
crime/windows.htm)

Bowling with oth-
ers-NYTimes Re-
view of the Ladd
Report:
[http://www.nytimes.co
m/books/99/10/17/revie
ws/991017.17wolfet.ht
ml](http://www.nytimes.co
m/books/99/10/17/revie
ws/991017.17wolfet.ht
ml)

Gate's Prediction of
the impact of in-
formation technol-
ogy:
<http://www.speed-of->

thought.com/index_home.html

Felton Earls' work with Chicago neighborhoods:
<http://www.hsph.harvard.edu/hicrc/Bios/earls.html>

Frontline: The Lost Children of Rockdale County:
<http://www.pbs.org/wgbh/pages/frontline/shows/georgia/>

More on the study of Chicago neighborhoods:
<http://phdcn.harvard.edu/recent/abstract.htm#a15>

More on Putnam:
http://muse.jhu.edu/demo/journal_of_democracy/v006/putnam.html

USMA Transformational Leadership:
<http://www.dean.usma.edu/bsl/Leadership/transformationldr-frame.htm>

Tuesday Nov. 14, 2000	Evaluating Macro Practice	Kirst-Ashman, K. K. & Hull, G. H. Jr., et al	10
Tuesday Nov. 21, 2000	Advocacy and Social Action with Populations-at-Risk	Kirst-Ashman, K. K. & Hull, G. H. Jr., et al	11

Tuesday Nov. 28, 2000 Ethics and Ethical Dilemmas in Macro Practice and Developing and Managing Organizational Resources Kirst-Ashman, K. K. & Hull, G. H. Jr., et al 12 &14

Tuesday Dec 5, 2000 Review lecture

Monday, December 13, 2000 2:00 until 5:00 **Final Examination** NOTE: Date is Official

Additional Readings

These are not required but provide supplementary material on a variety of topics. I shall during the semester refer to some of these materials.

Anderson, S. C. and Lauderdale, M. L. (1986). *Developing and Managing Volunteer Programs: A Guide for Social Service Agencies*, Springfield, IL.: Charles C. Thomas, Alinsky, S. D. (1972). *Rules for Radicals: A Pragmatic Primer for Realistic Radicals*. New York:Vintage Books.

Berman, E. (1995). "Implementing TQM in state welfare agencies." *Administration in Social Work*, 19 (1).

Berry, Leonard L. (1995). *On Great Service; A Framework for Action*. New York: Free Press.

Blake, R., & Mouton, J. (1970). *The Managerial Grid*. Houston: Gulf Publishing Company.

Bluestone, B., and B. Harrison. (1982). *The Deindustrialization of America*. New York: Basic Books.

Clegg, S. R. (1989). *Frameworks of Power*. Thousand Oaks, CA: Sage.

Rothman, J. (1995). "Approaches to community intervention." In J. Rothman, J. L. Erlich, and J. E. Tropman (Eds.). *Strategies of Community Practice*, Fifth Edition. Itasca, IL: F. E. Peacock Publishers, Inc., 26-63

Crosby, P. (1979). *Quality is Free*. New York: McGraw-Hill.

de Geus, Arie (1999) *The Living Company: Habits for Survival in a Turbulent Business Environment*, Boston: Harvard Business School.

Deming, W. E. (1986). *Out of Crisis*. Cambridge, MA: Massachusetts Institute of Technology, Center for Advanced Engineering Study.

Dillman, M.A. (1978). *Mail and Telephone Surveys: The Total Design Method*. New York: John Wiley and Sons.

Duster, T. (1987). "Crime, Youth Employment and the Underclass." *Crime and Delinquency*. 33:300-316.

Ecklein, J. (1984). *Community Organizers*, Second Edition. New York: John Wiley & Sons.

- Eitzen, D. S., and M. B. Zinn. (1993). *In Conflict and Order*. 6th ed. Boston; Allyn and Bacon.
- Fellin, P. (1995). *The Community and the Social Worker*, Second Edition. Itasca, IL: F. E. Follett, M. P. (1924). *Creative Experience*. New York: Longmans, Green.
- Follett, M. P. (1940). *Dynamic Administration: The Collected Papers of Mary Parker Follett*. New York: Harper & Row.
- Freiberg, Kevin, and Jackie Freiberg. (1996). *NUTS! Southwest Airlines' Crazy Recipe for Business and Personal Success*. Austin, TX.: Bard Press.
- Garvin, David . (1986). "Quality policies, problems, and attitudes in the U.S. and Japan: An exploratory study." *Academy of Management Journal*, 29 (4), pp. 653-673.
- Garvin, David A. (1988). *Managing Quality: The Strategic and Competitive Edge*. New York: The Free Press.
- Gitlow, Howard S. and Shelly J. Gilow. (1987). *The Deming Guide to Quality and Competitive Postion*. Englewood Cliffs, N.J.: Prentice Hall.
- Hasenfeld, Y. (1992). *Human services as complex organizations*. Newbury Park, CA: Sage.
- Herzberg, F. (1966). *Work and the Nature of Man*. Cleveland: World Publishing Company.
- Hubbard, D. (1993). *Continuous Quality Improvement: Making the Transition to Education*. Marysville, OH: Prescott Publishing Company.
- Imai, Masaaki. (1986). *KAIZEN: The Key to Japan's Competitive Success*. New York: Random House.
- Ishikawa, Kaoru. (1985). *What is Total Quality Control?: The Japanese Way*. Translated by David J. Lu. Englewood Cliffs, N.J.: Prentice Hall.
- Juran, Joseph M. (1988). *Juran on Planning for Quality*. New York: The Free Press.
- Juran, Joseph M. (1993). "Made in U.S.A.: A renaissance of quality." *Harvard Business Review*, July.
- Kanigel, Robert. (1999). *The One Best Way: Frederick Winslow Taylor and the Enigma of Efficiency*. New York: Viking.
- Kuhn, T. S. (1970). *The Structure of Scientific Revolutions* (Second Edition). Chicago: University of Chicago Press.
- Lauderdale, M. L. (1982) *Burnout: Strategies for Personal and Organizational Life*, San Diego, CA: Learning Concepts, subsidiary of University Associates.
- Lauderdale, M.L and Kelly, M.J. (1996). "The Internet: Opportunities for Rural Outreach, Exchange and Resource Development" *Human Services in the Rural Environment*, Vol. 19, #4
- Lewin, K. (1948). *Resolving Social Conflicts: Selected Papers on Group Dynamics*. New York: Harper & Row.
- Maslow, A. (1952). *Motivation and Personality*. New York: Harper & Row.
- Mayo, E. (1945). *The Social Problems of an Industrial Civilization*. Cambridge, MA: Harvard University Press.
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- McGregor, D. (1960). *The Human Side of Enterprise*. New York: McGraw-Hill.

- Mintzberg, H. (1996). "Managing government, governing management." *Harvard Business Review*, May-June.
- Moore, J.W. (1978). *Homeboys: Gangs, Drugs, and Prisons in the Barrio of Los Angeles*. Philadelphia: Temple University Press.
- Moore, S. T., & Kelly, M. J. (1996). "Quality now: Moving human services organizations toward a consumer orientation to service quality." *Social Work*, 41 (1), January.
- Morgan, G. (1999). *Images of organization*, Second Edition. Newbury Park, CA: Sage organization, 4th Edition. Itasca, IL: F. E. Peacock Publishers, Inc. Peacock Publishers, Inc.
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- Roethlisberger, F.J., & Dickson, W. J. (1939). *Management and the Worker*. Cambridge, MA: Harvard University Press.
- Ryan, Kathleen D., and Daniel K. Oestreich. (1991). *Driving Fear Out of the Workplace*. San Francisco: Jossey-Bass.
- Schumpeter, J. (1978). *Can Capitalism Survive?* New York: Harper & Row.
- Senge, Peter. (1991). *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday.
- Shewhart, W. A. (1931). *Economic Control of Quality of Manufactured Product*. New York: D. Van Nostrand Company, Inc.
- Shewhart, W. A. (1931). *Economic Control of Quality of Manufactured Product*. New York: D. Van Nostrand Company, Inc.
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- Taylor, F. W. (1911). *The Principles of Scientific Management*. New York: Harper & Row.
- Texas, State of (1995). *Instructions for preparing and submitting agency strategic plans for the period 1999-2001*, Governor's Office of Budget and Planning and Legislative Budget Board Austin, TX.
- Warren, R. L. (1978). *The community in America*, 3rd Edition. NY: University Press of America.