

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK
Human Resources Development

Course Number:	SW 393S2 (309R12)	Instructors:	Michael Lauderdale, PhD Clara Pope Wiloughby Centennial Professor Noel Landuyt, PhD: Research Associate
Unique No.:	61245	Email address:	Michael Lauderdale: mll@mail.utexas.edu Noel Landuyt: nlanduyt@mail.utexas.edu
Semester:	Fall 1998	Office Location:	SWB 3.130J
Meeting Time:	Mon. 5:30-8:30 p.m.	Office Phone:	(512) 471-9246; (512) 471-9831
Place:	Computer-Tech Classroom	Office Hours:	9-12 a.m. Friday and by appointment
Course Websites	https://utdirect.utexas.edu/utdirect/ http://survey.utexas.edu/gateway		

Course Description

- This course examines the development of human resources in organizational contexts. The roles, functions, and responsibilities of professionals in a variety of positions, including executives, supervisors, consumers, constituents, and consultants in organizations, are covered. Particular attention is directed toward issues of diverse workforce, technological change, and needs of client groups in efforts to create organizations that are responsive to the social, cultural and physical environment and creative in the development of products and services. Topics will include:
- organizational assessment, recruitment and hiring practices,
- training and staff development,
- management and executive development,
- professional continuing education and certification issues,
- the role of technology in training and development,
- gender, cultural and ethnic issues in resource development, compensation and benefits, and state-federal regulations and requirements dealing with the assurances of equal opportunity.

Theoretical material will be related to on going research and professional assistance provided to

actual organizations. Specific exercises and case examples will be drawn from the Survey of Organizational Excellence, a research and service effort of the course instructor conducted continuously in Texas since 1979.

Course Objectives

By the end of the course, students will be able to demonstrate:

1. An understanding of the leadership functions, roles, and responsibilities in organizations.
2. An ability to discuss and apply several different perspectives to assessing staff performance and to addressing staff development needs.
3. An ability to assess critically the functioning of an organizational unit including determining core processes, key outputs and existence of quality measures and accountability processes.
4. Familiarity with the impact of organizational culture and climate and their effect on achievement of organizational goals.
5. An ability to assess organizational culture and make appropriate interventions.
6. An ability to identify barriers facing the handicapped, minorities, women and other groups and to develop institutional strategies that reduce such social injustices and discrimination.
7. An ability to identify ethical and legal issues associated with human resources responsibilities in an organization.
8. An ability to choose and use appropriate instruments and technological tools in gathering human resource data, data analysis and communications.

Teaching Methods

Methods include lecture, readings, instrumented training and simulations. The format will be lecture and discussion with assessment of individual student's knowledge and skills, group problem solving exercises, and case study analyses. A computer-based, moderated discussion group will be run for the class. Students will be expected to access the site at least weekly and regularly contribute to the discussion.

Regular class attendance and participation is required. There will be no "excused absences." See Instructor in case of a medical emergency. Final grade will be reduced by absences.

The nature of the content of this course does not permit days to be "made up" nor can exams and due dates for assignments be changed. However, the Instructor may choose to alter dates of topics and assignments in the best interest of appropriate coverage of class material.

Course Textbooks

Required

Morgan, Gareth. 1997. *Images of Organization*. Thousand Oaks, CA.: Sage.

Lauderdale, Michael L. 1999. *Change in Texas: the Survey of Organizational Excellence*. Austin, TX.: University of Texas at Austin.

Supplemental

Additional handouts will be provided as well as selected contemporary readings. The instructor as an introduction to the use of such tools in organizational settings will provide assessment instruments. Exposure to these tools in this class is limited and additional appropriate professional training in the use and interpretation of such tools is needed and beyond the scope of this class. These instruments are copyrighted and cannot be reproduced by others. Subsequent use requires purchase and professional observance of legal standards of the use of intellectual properties. Students are responsible for all readings as assigned. Specific note will be made of optional readings. Students will be asked on occasion to bring representative material from their work and other experiences to class.

Additional Resources

Agency specific material for human resources assessments can be found on one of the World Wide Web servers at the University. Point a Netscape or Internet Explorer browser to this address: <http://www.utexas.edu/depts/sswork/survey/> for some of the additional material you will need.

Course Requirements

Class Exercises and Participation	100 points	
First Examination	100 points	October 2, 2000
Second Examination	100 points	October 30, 2000
Third Examination	<u>150 points</u>	November 27, 2000
Total Possible Points:	450 points	

Class Policies

Attendance is required and participation is an important aspect of class work and evaluation. Classroom activities include handling complex analytical issues, demonstrating knowledge, and skills in communication, persuasion, and effective leadership. **All readings and assignments must be completed by due dates and schedules for all aspects including examinations will not be altered.**

Course Prerequisites

Admission to the graduate program in social work or by special permission of the instructor is required. Ability to use Microsoft Word, Excel, Powerpoint, including creation of HTTP files, e mail with attachments, and a World Wide Web browser. These applications are available to all currently enrolled students in the School's Learning Resource Center.

Class Assignments

Each class member will be expected to read all assigned material before class and be prepared to discuss assignments and extend concepts to other examples.

Each class member will have the responsibility of joining and participating in one team during the semester that will analyze and prepare Powerpoint presentations with case studies on one of the 5 Organizational Dimensions of the SOE: Team, Accommodations, Organization, Communication or Personal. Teams will use the Leadership Model. The Leadership Model is based upon scientific reasoning and the goal is to be able to look at a situation, apply theoretical and empirical knowledge and craft a solution. There are four steps in the Leadership Model:

IDENTIFY	What is Happening
ANALYZE	What is Happening
RESPOND to	What is Happening
ASSESS	What is Happening

to prepare the presentation and will address the impact of the Dimension on an organization and its clients/customers.

In summary Students will have these responsibilities for this class:

1. Three exams on all readings and lectures as assigned
2. Preparing and presenting Case Assessments and Intervention Plan on The Three Class Modules: Leadership, Internal Data and External Data
3. Class Participation

Course Schedule

Date	Topic	Reading Assignment	Project Milestones
September 11	<p>Overview of course, assignments, schedules and responsibilities.</p> <p>Lecture on why organization development is needed. Organizations and organizational development defined. Examination of procedures for assessing human resources and the use of various techniques to achieve organizational change.</p> <p>Introduction of the first case assessment.</p>	<p>Handouts and sending an email to: nlan-duyt@mail.utexas.edu.</p> <p>HUMRESKO Case</p>	<p>General expectations for the case assessment</p>
September 18	<p>Organizations and Theory</p> <p>Focus upon the state of knowledge in organizational theory and applications of the theory to interventions. What is the utility of organizational theory in the development of human resources? What are the major pressures in organizations today?</p> <p>Introduction to the assessment of personal leadership.</p> <p>Review on how and why the Survey of Organizational Excellence (SOE) was developed. Analyses of the Five Dimensions and Twenty Constructs of the SOE. Introduction to the data sets.</p> <p>The Environment-</p> <p>Focusing on how organizations relate and seek to influence environments. What challenges does this provide for tasks in human resource development?</p>	<p>In Lauderdale: Introduction, Chapter 1-History and Development of the Survey, Chapter 2-The Survey Concept in Organizational Development, Chapter 3-Guidelines For Understanding The Data That Come From The Survey,</p> <p>In Prince: Chapter 1 and 2. This material is only available via the web</p> <p>In Morgan: Chapter 1-Introduction, Chapter 2-Mechanization Takes Command: Organizations as Machines</p>	<p>http://128.83.80.210/leadership/archive.htm</p>
September 25	<p>Meaning Measurement and Change in the Organization</p> <p>Addresses the issues of how one interprets data from the organizational level and uses the data for organizational improvements including special issues of service, governmental and non-profit organizations.</p> <p>Interpretations of data from the SOE and the logical connections to organizational</p>	<p>In Lauderdale: Chapter 4-Procedures for Organizational Assessment and Intervention, Chapter 5-Using The Survey In Changing The Organization</p> <p>In Morgan: Chapter 3- Nature Inter-</p>	

	assessment and intervention topics. Examination of alternative schemes for understanding organizational behavior and the success of organizations.	venes; Organizations as Organisms Chapter 4- Learning and Self-Organizations as Brains	
October 2	Using Data to Make Changes Presentations on the Leadership Model for the HUMRESO Case Examination on the Leadership Module	In Morgan: Chapter –5 Creating Social Reality; Organizations as Cultures	
October 9	Organizational Change and Organizational Design The roles and responsibilities in human resources with special concerns of the global economy for human service organizations. What are the conflicts between organizations and civic culture? What issues are presented for individual freedom and responsibility? Introduction of the second case:	In Lauderdale: Chapter 6- Some Results from Organizations Using the Survey Chapter 7-Paradigm Change Chapter 8- Creating the New Paradigm: Thinking Organizations Real Estate Commission	Survey Web Sites
October 16	Internal Organizational Development: The Survey of Organizational Excellence How does one bring change in an organization and what are the techniques, tools and cautions. Examination of the role of power in organizations and across organizations.	In Morgan: Chapter 7-Organizations as Psychic Prisons	
October 23	Understanding Organizational Culture and the Choices in Decision Making The consequences of organizations for creativity and thinking about alternatives.	In Morgan: Chapter 8-Unfolding Logics of Change: Organization as Flux and Transformation	
October 30	Presentations on the Leadership Model for the Real Estate Case		

	Examination on the Internal Systems Module		
November 6	The Environment How organizations respond to the environment: Goals and Outcomes The call for Customer and Client Satisfaction. Introduction of the first case assessment.	The Tres Rios Case	
November 13			
November 20			
November 27	Presentations on the Leadership Model for the Tres Rios Case Examination on the Internal Systems Module	Handouts	
December 4	Applications of the Leadership Model in Organization and Human Resource Development		