

COURSE TITLE/SECTION: SOCW 7323 (18118) Organizational Behavior and Change

TIME: Tuesdays 6:00 p.m. – 9:00 p.m.

Room: TBD

FACULTY: Melanie Espinosa Pang, LMSW

OFFICE HOURS: By appointment (please email)

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I. Course

A. Catalog Description

Prerequisite: Successful completion of MSW foundation curriculum. Examines organizational and intergroup behavior in human service organizations (HSOs). Focuses on developing assessment, interactional, organizational, and leadership skills to improve organizational effectiveness.

B. Purpose

This course is an elective, second year practice class, available to all students, and particularly political social work students. The class will focus on organizational development, learning and change in a multicultural context. Emphasis will be placed on uncovering implicit assumptions, structures, and processes that inhibit change, identifying levers that might lead to fundamental change, and consciously using ourselves to facilitate that change. By the end of the course, students are expected to have knowledge and skills for designing a pluralistic, learning organization that supports a high quality of work life and service effectiveness.

II. Course Objectives

Upon completion of this course, students will be able to:

1. To discuss the theory and value base of the organization development approach to change and human systems development with particular attention to the values of self-determination, participation, autonomy, and achievement;
2. To conduct a comprehensive organizational assessment of factors promoting and inhibiting service effectiveness and quality of work life;

3. To develop alternate designs to hierarchical and bureaucratic models for structuring organizations which maximize full use of employees' skills and abilities and reward individual and collective achievement;
4. To implement strategies for effective management with a multicultural work force;
5. To demonstrate advanced intervention skills necessary for practice as an internal or external organizational change agent; and
6. To design evaluations of the process and outcomes of organization development interventions.

III. Course Content

The course draws from various bodies of knowledge and disciplines to help students learn how to foster team accountability for goal achievement and continuous learning in multi-cultural settings.

The four knowledge bases are as follows:

- organizational behavior, organization development, and organizational learning
- change and resistance to change
- workplace diversity and inclusiveness
- conscious use of self and leadership

IV. Course Structure

Class formats will vary from session to session, depending on session content. Interactive lectures and discussion will be the primary formats; however, in-class exercises, guest speakers, and peer presentations play a role in class instruction. Students are expected to complete all readings as assigned, as they are essential to discussion and participation in this course. **Attendance is required for all classes**; it is the responsibility of the student to communicate reasons for absences to the instructor.

The instructor reserves the right to alter readings, course topics, and assignments as needed to better accommodate learning goals and time constraints.

V. Textbooks

There are two textbooks for this course.

- 1) Kotter, J. P., & Rathgeber, H. (2006). *Our iceberg is melting: Changing and succeeding under any conditions*. New York: St. Martin's Press.
- 2) Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive*

leadership: Tools and tactics for changing your organization and the world.
Boston, MA: Harvard Business Press.

Optional/Recommended: Green, A., & Hauser, J. (2012). Managing to Change the World: The Nonprofit Manager's Guide to Getting Results. Jossey Bass.

VI. Course Requirements

1) **Class Participation (10 pts.)** – Students will gain the most from class through active participation. All should be prepared to engage in self assessment surveys, class discussions as well as online, via Blackboard or other platform as decided by the instructor.

2) **Reading Assignments and Current Events (10 pts.)** – Readings are required as assigned during the course of the semester. **Assigned readings other than the textbooks will be available via Blackboard, online links, or distributed to students by the instructors.**

Please note that readings have been purposefully selected to strengthen students' critical thinking and encourage healthy classroom debate; it is not expected that students (or the professor) will agree with all perspectives presented.

Students will be asked to post relevant, current articles that complement our class discussions prior to their assigned presentation day and present the issue to the class at least once in the course of the semester.

3) **Written Assignments (30 pts.)** - Written assignments will be submitted via Blackboard or email at the instructor's discretion.

4) **Project Submission and Presentation (50 pts.)** Your final project will be submitted by one member of your team in PDF format via Blackboard; full names of all members must be on the project to receive credit.
(DUE DATE: Monday, August 8th, 11:59pm)

5) **Extra Credit – TBA – 5 points maximum**

Assignment details are provided at the end of this syllabus. All assignments are due by the dates specified. **All assignments due on class meeting days are due before the start of the class session that day.** Late submissions will be accepted for all assignments; however, **the grade value will be reduced by 10% for each day late**, including turning in an assignment after the time deadline on the day it is due. The professor reserves the right to require any student to consult the Writing Center regarding assignments in this course.

VII. Evaluation and Grading

The following standard grading scale has been adopted for all courses in the College:

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+=	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VIII. Policy on grades of I (Incomplete):

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either (a) passing a course or (b) still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements.

Students are responsible for informing the instructor **immediately** of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should not re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements. The grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of W.

IX. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All presentations, papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes

from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. It also includes securing another person to complete any required activities, assignments, quizzes, papers, or exams in an online course, or in any on-line environment. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see the instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

X. Course Schedule and Reading Assignments

Please come to the first class day having read all of Kotter's Our Iceberg is Melting. See the end of the syllabus for a full listing of assignments.

Class Sessions	Readings for Class Discussion (please read before coming to class)
<p>Session 1. June 7</p>	<ul style="list-style-type: none"> • Kotter, J. P., & Rathgeber, H. (2006). <i>Our iceberg is melting: Changing and succeeding under any conditions</i>. New York: St. Martin's Press. • The Peril of Power Without Status. (n.d.). Retrieved May 21, 2016, from https://www.gsb.stanford.edu/insights/peril-power-without-status • Why the Assholes are Winning: Money Trumps All. (n.d.). Retrieved May 21, 2016, from https://www.gsb.stanford.edu/faculty-research/publications/why-assholes-are-winning-money-trumps-all
<p>Session 2. June 14</p>	<ul style="list-style-type: none"> • Keller, S., & Aiken, C. (n.d.). The Inconvenient Truth About Change Management. <i>McKinsey&Company</i>. Retrieved May 21, 2016, from http://www.aascu.org/corporatepartnership/McKinseyReport2.pdf • Heifetz, R. A., Grashow, A., & Linsky, M. (2009). <i>The practice of adaptive leadership: Tools and tactics for changing your organization and the world</i>. Boston, MA: Harvard Business Press.
<p>Session 3. June 21</p>	<ul style="list-style-type: none"> • Waiting for unicorns: The supply and demand of diversity and inclusion. (2015). Retrieved May 21, 2016, from http://nonprofitwithballs.com/2015/03/the-supply-and-demand-of-diversity-and-inclusion/ • Our hiring practices are inequitable and need to change. (2015). Retrieved May 21, 2016, from http://nonprofitwithballs.com/2015/04/our-hiring-practices-are-inequitable-and-need-to-change/ • Is equity the new coconut water? (2014). Retrieved May 21, 2016, from http://nonprofitwithballs.com/2014/09/is-equity-the-new-coconut-water/

Session 4. June 28	<ul style="list-style-type: none"> • Kelley, R. E. (1988, November/December). In Praise of Followers. <i>Harvard Business Review</i>. Retrieved May 21, 2016, from https://hbr.org/product/in-praise-of-followers/88606-PDF-ENG* • Goleman, D. (2004, January). What Makes a Leader? <i>Harvard Business Review</i>. Retrieved May 21, 2016, from http://stattrak.amstat.org/files/2015/11/Whatmakesaleader.pdf • Lee, L. (2016, March 23). What Business Can Learn from Protestors. Retrieved May 21, 2016, from https://www.gsb.stanford.edu/insights/what-business-can-learn-protestors
Session 5. July 5	To be posted on Blackboard
Session 6. July 12	To be posted on Blackboard
Session 7. July 19	<ul style="list-style-type: none"> • Holvino, E. (2010), Intersections: The Simultaneity of Race, Gender and Class in Organization Studies. <i>Gender, Work & Organization</i>, 17: 248–277. doi: 10.1111/j.1468-0432.2008.00400.x
Session 8. July 26	To be posted on Blackboard
Session 9. Aug 2	To be posted on Blackboard
Session 10. Aug 9	Presentations

XI. Americans with Disabilities Statement

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.

XII. Addenda

Consultation. Scheduled office hours are indicated on page 1 of this syllabus. Other times may be arranged by appointment – please contact me by email to schedule alternative appointment times. I encourage students to meet with me to discuss assignment topics, questions related to course content, or other topics that arise as a result of course content, assignments, and discussions.

Course expectations. *Regular, on-time attendance is expected; absences will be reflected in your class participation grade.* If you cannot attend class, you are expected to inform me in advance. If you miss class, it is your responsibility to contact fellow students to obtain missed information.

Blackboard. The course information and readings are posted on this course's Blackboard site. Please use Blackboard to submit assignments and follow course

announcements. Students are encouraged to post and discuss links or articles relevant to course content in order to strengthen the course learning environment.

Electronic Devices. You are expected to conduct yourself as a professional in this class. Distractions should be kept to a minimum; cell phones should be turned off before class; no laptops should be utilized during class sessions, except as permitted by the professor.

Course Assignments

Class Sessions (Tuesdays, 6-9pm)	Class Schedule	Assignments
Session 1. June 7	Course Introduction	Organizational Profile & Course Contract
		Self-Assessment Paper
Session 2. June 14	Change Management Framework Assign Groups	(Pre) Self-Assessment Due (5 pts.)
		Journal #1 Due
Session 3. June 21	Inconvenient Truths	Organizational Profile & Course Contract Due (10 pts.)
Session 4. June 28	Diversity, Equity, and Inclusion	Journal #2 Due
Session 5. July 5	Leaders & Followers	
Session 6. July 12	GUEST PRESENTATION/PANEL In Class Project Status Check	Journal #3 Due
Session 7. July 19	Intersectional Organizing	
Session 8. July 26	Change	Journal #4 Due
Session 9. Aug 2	Resistance to Change	
DEADLINE for submission: Monday, August 8th, 11:59pm		Project Presentation Submission
Session 10. Aug 9	Project Presentation	Project and Presentation (50 pts.)
	Feedback/Evaluation	Journal #5 Due
		(Post) Self-Assessment Due (5 pts.)
ALL		Journals (10 pts.)
ALL		Participation (10 pts.)
At least 1 class session		Current Event Presentation (10 pts.)
	Extra Credit (5 pts. Maximum)	Job Description Assignment

Every class will begin with a brief **Current Event** presentation; a sign-up sheet with dates will circulate at the beginning of the semester. Every student must present at least once. Current Event presentations will last 5-10 minutes and will be followed by discussion as time allows.

Journals – Journal topics will be announced the day they are assigned. All entries must be written and submitted through Blackboard or via email. Entries should be reflective of the student’s personal experience, personal growth and learning, class discussion, and incorporate the readings relevant to the current course session. The journal entries should thoroughly address the topic and can be as long as students see fit to fully address the topic, but no more than 4 pages. All entries should be double-spaced.

Organizational Profile & Course Contract – Before the beginning of class on Tuesday, June 21st, each student is required to submit their course contracts. The one-page, single spaced document will provide information on the following:

- 1) Organization Name
- 2) Mission Statement
- 3) Web address to the Annual Report
- 4) Five web addresses to media content related to organizational changes or organizational challenges
- 5) Two team learning goals for the course, and
- 6) Two individual learning goals for the course

Project Submission and Presentation

The instructor will assign “consulting teams” at the beginning of the semester.

The team will select an organization that will be the focus of their group discussions and project (as indicated by the Organizational Profile and Course Contract). The project is designed to provide hands-on experience in conducting an organizational assessment as well as develop a strategic plan for modifying or changing the direction of an organization. The project should be approached as though students are the staff within the agency undergoing the change.

The assignment has several major components that the team will both submit and present. They are:

- a. Organizational Background & History – 1pg.
- b. Organizational Chart – 1 pg.
- c. Proposed Organizational Assessment Strategy - 2pgs.
- d. Anticipated Findings 2 pgs.
- e. Strategic Plan - 2 pgs.
- f. Balanced Scorecard/Logic Model – 1pg.
- g. Presentation – 15 minutes

Your final project will be submitted by **one** member of your team in PDF format via Blackboard **by Monday, August 8th, 11:59pm**; full names of all members must be on the project to receive credit.