Course Title: Managing Projects and Organizational Change
Course Number: SW 660
Term: Fall 2013
Division: MHS
Credit Hours: 3
Prerequisites: SW 560 or permission of instructor; SW 608 recommended
Instructor: Barb Hiltz, MSSW
Contact Details: bshiltz@umich.edu, 734-883-2213 (c)
Time/Place: Thursdays, 9:00 -12:00; SSWB 3752

Please feel free to make appointments or ask questions via e-mail. Please allow 24 hours for email responses. Emails may not be returned over the weekend. In the subject line please put “SW660”. For brief questions, I will often be available during class breaks and following class.

If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. Please also contact the Services for Students with Disabilities office at G-664 Haven Hall, 734-763-3000 to coordinate reasonable accommodations for students with documented disabilities.

This course utilizes CTools as a resource for all course readings outside of the required text as well as for the submission of all assignments. Assignment descriptions/postings, readings for each class and grading can be found on the site. Please review the site carefully.

Course Description
Social work programs are focused packages of service delivery whose successful management requires social workers to develop competence to conceive, plan, design, implement, manage, assess, and change them. Central technical skills presented in this course will teach students to visualize and concretize program planning and development (e.g., via flowcharting, Gantt and PERT charts, and quality management tools). Technical elements of program design will be augmented with complementary models and skills, especially those dealing with managing for results vis-a-vis a time deadline, meeting legitimate demands of diverse clients, and adapting to changing environments. The relationship of a particular program to other aspects of the agency’s functioning will also be considered (e.g., staff and community participation and decision-making, funding, legitimacy, and support).

Course Content
Students will develop an understanding of skills needed to conceive, plan, design, implement, manage, assess, and change service programs and projects. This course will concentrate on single service programs and projects as planned systems of action; its perspective spans the
range from that of the program staff member through that of the program director and policy manager.

This course will prepare students to assist in tasks common to all phases of program development and assume independent responsibility for performing tasks associated with at least some of these tasks (e.g., documenting program plans, developing initial budgets, program process analysis, and scheduling change). Design, implementation, and management processes will be conceived as requiring both rational-technical methods and social and political strategies as well as the synergy between them. Specific attention will be given to issues in program design and development focusing on diverse populations in program design and service delivery. Important dimensions of diversity include ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation.

Emphasis will be placed on management skills needed to plan and implement intra-organizational change in four major areas: 1) agency services, 2) agency technologies, 3) agency structures and systems, and 4) agency staff and other human resources. Barriers to change will be surveyed, and approaches and techniques for overcoming resistance will be reviewed. Current frameworks for institutionalizing change will be discussed such as total quality management and continuous quality improvement as applied to human services agencies. The interplay of organizational change with the development of the agency’s leadership, structure (e.g., the dual-core approach to administrative change), vision, mission, and organizational culture will be considered.

**Course Objectives**

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

1. Describe the phases of program analysis, design, implementation, and monitoring.
2. Apply coherent frameworks to analyze, plan, implement, monitor, and initially evaluate incremental and radical change within a human service organization program.
3. Describe and analyze the organizational and market environment within which proposed programs would operate.
4. State and analyze component parts of a program as a system including its goals, objectives, tasks, and expected outcomes as well as job tasks, allocation of time and job functions of staff members.
5. Employ various assessment tools for understanding program components and procedures (e.g., flowcharting and ecological mapping).
6. List the major steps involved in designing, implementing and monitoring a program change.
7. Design a schedule of activities necessary for the implementation of a new program or program change.
8. Identify critical issues to consider in program design, development and implications for service delivery with regard to diverse populations served.
9. State and apply aspects of the Social Work Code of Ethics that are germane to the development, implementation, and monitoring of social programs, such as issues of client
confidentiality, referral of clients into and of a program, accessibility and treatment of special populations, and inter-disciplinary cooperation.

Course Design
This methods course will incorporate: lectures, small group discussion and skill-building exercises, role plays and simulations, case examples, and guest lecturers as available and appropriate. Instructors will be encouraged to expose students to contemporary technology such as computerized project management and flowcharting programs. However, the extent of their use depends on the preferences of the particular instructor.

Class Format
Classes will usually contain a lecture related to assigned readings. Guest speakers from key community agencies and organizations may be brought in to help address central themes of the class. Videotapes and/or group exercises will be integrated into classes.

Relationship to the School's Four Curricular Themes

| Theme Relation to Multiculturalism & Diversity: | Students will be made aware of their overt and covert assumptions about the needs, responsiveness, and behavior of various client groups and other program participants and critically examine such assumptions and their expression in the processes of project planning, execution, and monitoring. Examples of particular phases of program development in which such an examination is particularly germane may include: outreach, recruitment and staff development, auditing of agency cultural competence, organizational cultural competence, and staff recruitment and development. |
| Theme Relation to Social Justice: | Implications of program goals and objectives in facilitating or limiting more humane social change and social justice will be an integral part of the course. Examples of possible topics include: accessibility of services and "creaming" clients in an environment of managed care. |
| Theme Relation to Promotion, Prevention, Treatment & Rehabilitation: | Examples of human service programs that provide services along a continuum of care will be included in this course. Particular challenges in each type of program above in terms of program design, implementation, and monitoring will be discussed. |
| Theme Relation to Behavioral and Social Science Research: | Models, approaches, and examples of program design, implementation, and monitoring will be drawn from the literature in organizational sciences, and students will be encouraged to constructively apply such theory and knowledge in a systematic fashion to their own analyses. |
Relationship to SW Ethics and Values: Students will learn to examine the implications of program design, implementation, and monitoring in terms of social work ethics (e.g., collegiality, confidentiality, attention to the needs of clients, and appropriate referral procedures), and design, implement, and monitor programs and their changes while keeping within and embodying social work ethics. (See course objective D above).

Relationship to Social Work Ethics and Values
Students learn to examine the implications of program design, implementation and monitoring in terms of social work ethics, (including collegiality, confidentiality, attention to the needs of clients, appropriate referral procedures), and to design, implement and monitor programs and their changes while keeping within and embodying social work ethics.

Text and Course Materials


This course draws from the two books listed above. Both are inexpensive and available on amazon.com. These books will be supplemented with articles which, to the extent possible, will be made available on CTools – the University online course management system. Information and instruction on how to use this site is already provided by the university, therefore, no class time will be devoted to instruction on how to use this system.

Class Schedule
Topics may be modified throughout the course, but ample notice will be provided. Refer to CTools for the most updated class schedule.

- Class 1 (9/5/13): Introductions
- Class 2 (9/12/13): Overview of Strategic Project Management
- Class 3 (9/19/13): Strategic Planning
- Class 4 (9/26/13): Project Planning & Evaluation
- Class 5 (10/3/13): Project Management Tools
- Class 6 (10/10/13): Project Management Review
- Class 7 (10/17/13): Mid Term Exam
- Class 8 (10/24/13): Why Organizations Change
- Class 9 (10/31/13): The Human Factor/Managing People
- Class 10 (11/7/13): TBD
- Class 11 (11/14/13): Organizational Culture
- Class 12 (11/21/13): Organizational Change Review
- (11/28/13: Thanksgiving break, no class)
Assignments & Evaluation
Readings for each topic are available on CTools. Readings may be changed by the instructor up to two weeks before they are due. All readings that involve changes will be made available as an electronic document on CTools. Students are expected to have completed all assigned readings prior to class, as these will serve as the basis for class discussion, activities, assignments, and examinations. Details for the assignments are available on CTools. Extra-credit opportunities will also be offered at various times throughout the course.

The following scale will be used in assessing your final grade:

<table>
<thead>
<tr>
<th>Item</th>
<th>% of Total Grade</th>
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<tbody>
<tr>
<td>Quizzes*</td>
<td>20</td>
</tr>
<tr>
<td>Class Participation &amp; In-Class Assignments</td>
<td>20</td>
</tr>
<tr>
<td>Mid-Term Examination</td>
<td>25</td>
</tr>
<tr>
<td>Final Examination</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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* Quizzes will be based on the assigned readings. Ten (10) quizzes will be given; the lowest two (2) grades will be dropped.

Attendance Policy
Students are able to miss two classes for any reason (e.g., personal, sick, religious holidays) without detriment to their grade. There is no need to email the instructor with your reason for missing the class(es). Students who miss more than three classes will receive a full letter grade reduction. Four or more missed classes may result in a non-passing grade. Students who will miss more than two classes due to religious holidays must make arrangements with the instructor at the beginning of the course to avoid a grade penalization. Please note that the student is responsible for all of the content missed during your absences. There will be no opportunity for in class assignments to be made up.

Final grade
Grades will be determined on the basis of performance. Letter grades will be allocated in accordance with the SSW grading scale.