Course Title: SW660 Managing Projects and Organizational Change

Term: Fall 2015
Credit Hours: 3 graduate credit hours
Instructor: Sally Schmall, MSW, SPHR sschmall@umich.edu
Time/Place: Thur: 9:00 – 12:00 SSW 3752

Please feel free to make appointments or ask questions via e-mail Mon – Fri and allow 24 hours for email responses. Emails may not be returned over the weekend. In the subject line please put “SW660”. I am happy to meet with students after class, please let me know in advance if you would like to do so.

I want to support you in being successful in this course. If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me prior to the first quiz to discuss reasonable accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

This course utilizes CANVASS 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.

1. 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. Of that array of skills, project planning and development is crucial.

Social work services (and all other services, for that matter) are "delivered" through "projects." A project is an interrelated packages of events and activities which has a beginning (initiation) and end (termination), and a goal or goal set ("adoption", weight loss, getting an MSW, etc. etc.) A process is the interrelationship of events and activities over time, including their sequence. Project managers need to consider intra, inter, and extra-project elements that impact the successful development and delivery of project goals in a timely fashion (ie, on time.) Processes exist in systems (supersystems) and have smaller systems within them (subsystems.) As systems, process involve flow, (ex)change, and transformation. Events are nodes where (ex) change takes place (an interview, for example, or a class meeting. Activities involve the flow between
(ex) changes; transformation is the result of the entire process. Specific skills will be considered, including personal management skills assessment, effective project meetings skills, program design skills (e.g., via flowcharting, Gantt and PERT charts and quality management tools). Technical elements of program design are augmented with complementary models and skills, especially those dealing with managing for results vis-à-vis a time deadline, meeting clients’ legitimate requirements, and adapting to changing environments. The relationship of a particular program to other aspects of the agency’s functioning are also considered (e.g., staff and community participation and decision making, funding, legitimacy and support). Skills in initiating and managing change are also considered.

2. Course Content

This course focuses on developing an understanding of skills needed to conceive, plan design, implement, manage, assess, and change service programs and projects. The course concentrates 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.

The course prepares students to undertake activities common to all phases of program development, and to assume independent responsibility for performing tasks associated with at least some of these activities (e.g., documenting program plans, developing initial budgets, program process analysis, and scheduling change). Design, implementation and management processes are conceived as requiring both rational technical methods and social and political strategies, and the synergy between them is discussed. Specific attention is given to issues in program design and development for disadvantaged or other special populations, and to gender related elements in program design and service delivery. The course specifically focuses 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 are surveyed, and approaches and techniques for overcoming resistance are reviewed. Current frameworks for institutionalizing change are 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 agency’s leadership, structure,, vision, mission, and organizational culture are considered.

3. Course Objectives

The objectives for this course are outlined below along with corresponding CSWE Practice Behaviors. You will be provided with a copy of the CSWE Competencies and Practice Behaviors during our first class together and I will reference this throughout the semester to help highlight the intersection between what we are covering and the practice behaviors you are learning.
Upon completion of the course, students will be able to:

1. Describe the phases of program analysis, design, implementation, and monitoring. (Practice Behaviors 3.MHS, 10.b.MHS, 10.c.MHS, 10.d.MHS)

2. Apply coherent frameworks to analyze, plan, implement, monitor, and initially evaluate incremental and radical change within a human service organization program. (Practice Behaviors 3.MHS, 5.MHS, 10.a.MHS)

3. Describe and analyze the organizational and market environment within which proposed programs would operate. (Practice Behavior 9.MHS)

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. (Practice Behaviors 2.MHS, 6.MHS)

5. Employ various assessment tools for understanding program components and procedures (e.g., flowcharting and ecological mapping). (Practice Behavior 10.b.MHS)

6. List the major steps involved in designing, implementing and monitoring a program change. (Practice Behaviors 2.MHS, 3.MHS, 9.MHS, 10.b.MHS, 10.c.MHS, 10.d.MHS)

7. Design a schedule of activities necessary for the implementation of a new program or program change. (Practice Behaviors 10.b.MHS, 10.c.MHS)

8. Identify critical issues to consider in program design, development and implications for service delivery with regard to diverse populations served. (Practice Behaviors 4.MHS, 10.a.MHS)

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. (Practice Behavior 1.MHS, 2.MHS)

4. Course Design

This methods course will incorporate: lectures drawing from my experience as a consultant and project manager, small group discussions and skill building exercises, case examples, and guest lecturers as available and appropriate. A CTools site with additional readings and assignment tracking has been created for this class.
5. Required Readings

Strategic Project Management Made Simple (2009) Schimidt, T. Published by John Wiley & Sons, Inc.

6. Relationship to the School’s Four Curricular Themes

Multiculturalism & Diversity Students are made aware of their overt and covert assumptions about the needs, responsiveness and behavior of various client groups and other program participants, and are encouraged to 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.

Social Change & Social Justice Implications of a particular program’s planned goals and objectives—and well as their proposed implementation—in facilitating or limiting more humane social change and social justice will be an integral part of the course.

Promotion, Prevention, Treatment & Rehabilitation Examples of human service programs to provide services along a continuum of care are included in the course. Particular challenges in each type of program above in terms of program design, implementation and monitoring are discussed.

Social Science Theory & Knowledge Models, approaches and examples of program design, implementation and monitoring are drawn from the literature in organizational sciences, and students are encouraged to constructively apply such theory and knowledge in a systematic fashion to their own analyses.

6. Relationship of Course 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. (See course objective D. above).

7. Grades

Grades will be determined on the basis of performance and uploaded to CANVASS throughout the semester for transparency. Letter grades will be allocated in accordance with the SSW grading scale.

There are 100 points to be earned for this course as follows:

- Quiz 1 - Strategic Project Management (based on text reading chapters 1 – 4) = 20 points
• Quiz 2 - Mastering the four strategic questions of project management (based on text reading chapters 5-8) = 20 points
• Quiz 3 – Project Management Terms = 15 points
• Interview and report regarding organizational influences on project and change management (based on text chapters 9-11) = 20 points
• Team Presentation on Strategic Project Management = 10 points
• Co-lead discussion (with powerpoint and handouts for class) on key points review = 15 points

Project Management Interview:

Identify and establish a meeting or two with your field instructor, an organizational change consultant or an HR Director (I have potential contacts if you need them) to learn more about a specific project and how project management planning and organizational dynamics influenced the process and outcomes. Be prepared to ask in depth questions necessary to develop your summary as outlined below.

Write a summary (5-7 pages) of the interview findings including:

1) Name / title/ organization/email address of the person you interviewed
2) Highlight the specific project example they discussed with you. Why was this project initiated and who were the key stakeholders? Develop a Logical Framework Grid and ask questions until all areas have information (see pg 206 in text). I recommend taking a blank logical framework grid with you to the meeting.
3) How were the “people dynamics” influential in either the success or the stalling of the project? Reference chapter 10 and / or John Kotter’s Change Management model in this section of your report. Specifically ask how the organizational culture, style, and structure influenced the project. Inquire about “lessons learned”.
4) Based on your in depth interview and analysis what 3 specific recommendations would you make? Refer to and reference chapters 9-11 in the text to support why you would make these recommendations.

Team Presentation on Strategic Project Management

Each team will review www.ManagementPro.com and create a 15 minute visual presentation on the group’s assigned article. Be informative, interactive and leave the audience with quick and easy to use tips based on the material you were assigned. See Ctools for more details / schedule.

Co-lead discussion on chapter key points

Each small group will facilitate class discussion on the chapter key points found in the text at the beginning of each class. You are expected to add examples for the key points.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
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<td>Introduction to project management</td>
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<td>Building strong project foundations</td>
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<td>9/24</td>
<td>Introduction to the logical framework</td>
<td>Strategic Project Management Made Simple Ch 1-3</td>
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<td>10/1</td>
<td>Aligning projects with strategic intent</td>
<td>Strategic Project Management Made Simple Ch 4</td>
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<td>10/8</td>
<td>Linking objectives into logical levels</td>
<td>Strategic Project Management Made Simple Ch 5</td>
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<td><strong>Quiz # 1 covers Ch 1-4</strong></td>
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<td>10/15</td>
<td>How do we measure project success?</td>
<td>Strategic Project Management Made Simple Ch 6</td>
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<td>10/22</td>
<td>Introduction to log frames for managing assumptions</td>
<td>Strategic Project Management Made Simple Ch 7</td>
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<td>10/29</td>
<td>Clarifying resources and stakeholder responsibilities</td>
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<td>11/5</td>
<td>Managing the strategic action cycle</td>
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<td>11/12</td>
<td>Managing the people dynamics and managing change</td>
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<td>11/19</td>
<td>Rapid action planning</td>
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<td><strong>Quiz #3 Project Management Terms</strong></td>
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<td>12/3</td>
<td>Introduction to Ghannt charts, process maps and quality management</td>
<td>Interview and report assignment due</td>
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<td>tools. Guest speaker invited.</td>
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<td>12/10</td>
<td>Best practices in project management</td>
<td>Team Presentation on Strategic Project Management</td>
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