

SOWK 672

Social Policy and Organizational Development and Change

FALL 2009

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Section:

Location:

Day/Time: Tuesdays, 8:00 – 10:50am

I. COURSE DESCRIPTION

This course will examine social policy and policy practices that currently impact the workplace and the lives of workers, as well as influence the future of work in American society, with particular focus on the Southern California region. Consideration is given to a wide range of issues such as the changing nature of work; the impact of work on the family; corporate, union, and governmental social responsibilities; the impact of law and legal regulation on the workplace and the special needs of women, ethnic, cultural, and racial minorities, and disenfranchised populations in diverse work settings and in the community context. The full course will examine the provision of human services within the workplace to identify the role of the social worker in policy analysis, assessment, and re-engineering in order to provide alternative responses within the complex world of work. In addition to exploring the broad social issues that are or can be addressed through legislative action, this course will be concerned with how these social issues affect work expectations, fears, opportunities, as well as the conditions of work, work-life, and extra-work experiences.

It is also designed to provide students with a conceptual framework to understand, and identify practical approaches for addressing, organizational problems involving the administration and management of work and community organizations, with an emphasis on complexity, diversity and urban settings. In this course, students are prepared to promote change in organizations directed towards overall workforce well-being, increased organizational effectiveness and improved organization-community relations. Organizational behavior and policies, the management of change and organizational development are dynamic processes. The ever-increasing diversity and complexity of organizations and community settings, especially urban ones, creates important challenges for social workers who desire to enhance the quality of work life and the well-being of individuals, groups and communities. This includes those who operate within the organization, as well as those who exist outside the "boundaries" of the

organization, but nonetheless are affected by its outputs, stance on social responsibility and ethical behavior.

II. COURSE OBJECTIVES

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

1. Articulate a working definition of social policy practice in relation to the world of work, and understand major economic developments and current societal trends that affect workers and the workplace. Understand the processes of agenda building, problem definition, and policy analysis to assess how these forces affect and shape macro practice in work settings.
2. Understand the major theories of organizations and organizational behavior, organizational design and structure, environmental and technological contexts, and interorganizational and organizational--community relations, and how these affect organizational effectiveness, stability, innovation, change and the quality of work life.
3. Analyze special workplace issues/policies that relate to a diverse population of workers including; women, the working poor, welfare to work individuals, ethnic and racial minorities, workers with disabilities, and older workers. Identify ethical and legal issues involved in the urban workplace
4. Identify and apply strategies and tactics for influencing employees, work groups and organizations.
5. Understand the precursors, basic principles and practice theory of Organization Development (OD), and learn how to plan and implement OD interventions at various levels within the organization.

III. COURSE FORMAT

The role of the instructor in this course varies, including lecturer, facilitator, consultant and resource person to students. Modes of instruction will consist of lecture, in-class discussions, guest speakers and student presentations. Individual and group in-class activities will be used to provide application of content, theories and concepts.

IV. COURSE EVALUATION AND GRADING

Within the School of Social Work, grades are determined based on the standards established by the faculty of the school. They are as follows: Grades of A or A- are reserved for student work that not only demonstrates mastery of content, but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in his or her approach to the assignment. The difference between these two grades is determined by the degree to which the student has demonstrated these skills.

A grade of B+ will be given to work judged very good. This grade denotes that the student has demonstrated a more-than-competent understanding of the material being tested in the assignment.

A grade of B will be assigned to student work that meets the basic requirements of the assignment. It denotes the student has done adequate work on the assignment and meets basic course expectations.

A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only a moderate grasp of content and/or expectations.

A grade of C reflects minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

Class grades will be based on the following:

3.85 – 4	A
3.60 – 3.84	A-
3.25 – 3.59	B+
2.90 – 3.24	B
2.60 – 2.87	B-
2.25 – 2.50	C+
1.90 – 2.24	C

Final Grade:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

Classroom participation:	5%
Midterm Assignment:	35% (see description below)
Team Oral	15% (on assigned policy analysis)
Term Paper	45% (see description following Macro Intervention)

WRITTEN ASSIGNMENTS

MIDTERM ASSIGNMENT – Issues such as escalating gas prices, soaring health care costs, reduction in employee benefits and family life issues are having a tremendous impact on the working population. To assist workers in handling these issues, companies are beginning to consider innovative policies such as flexible work schedules, home base work assignments, onsite services, and overseas health care options. As a workplace advocate, choose an emerging workplace issue that is or could be impacting your work environment, examine the current workplace policies to determine how your organization might be addressing this issue and draft a policy approach, using Jansson’s policy framework, that would help support workers with the particular issue.

Term Paper for Macro Practice Intervention in Work Organizations Students will choose a topic relevant to their particular interests in the course and write a term paper. Once you have chosen a topic, please check with me to make sure it meets course requirements. You can use the list of topics attached to this syllabus as examples of the types of topics suitable for a term paper, but you are by no means limited to this list. You can choose to apply what you have learned to an analysis of your field placement or a particular social service setting or problem. Term papers typically run 7-12 pages and incorporate current literature on the topic; you must use various sources of literature and follow the APA format for citing and referencing material. Your paper will be graded on the basis of demonstrating knowledge of the topic, identifying, analyzing, and critiquing important concepts, creativity and the use of the literature. The term paper is due on Grade penalties will be assessed for late work. I will discuss this assignment further in class and provide more direction if needed. If you would like me to return your paper, please give me a self-addressed stamped envelope suitable for mailing.

V. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which

could affect your course grade. Students are expected to notify the instructor by telephone or email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

VI. COURSE EXPECTATIONS AND GUIDELINES

Much of the time, this class will be conducted like a seminar, and therefore it is especially critical that you attend all class sessions and participate in class discussions. If you are to miss a session for good cause (e.g.: for health or observance of a religious holiday), it is essential that you contact the Professor prior thereto, by either voice message or e-mail.

Students are expected to attend class, complete the assigned readings in preparation for class discussions and as a foundation supporting lectures and class activities. The evaluation of classroom participation will be based on making contributions that are constructive and considerate. Oral presentations will be evaluated on the basis of being prepared, informative and delivered in a manner that holds the interest of the audience. Written assignments will be evaluated on the quality of the ideas presented, the ability to use and cite pertinent literature correctly. Written assignments should be clear and concise, well organized, and reflect an integrated understanding of the reading assignments, lectures, and outside sources of literature and relevant information.

Assignments are to be submitted on time and there will be grade penalties for assignments submitted past due dates. University Policies concerning academic honesty will be strictly enforced.

VII. REQUIRED TEXTBOOKS

The theoretical basis for policy analysis in this class draws from your first year studies of Bruce Jansson's *Becoming an Effective Policy Advocate: From Policy Practice to Social Justice*, and we will utilize the paradigms he sets forth.

Jeremy Rifkin, *The End of Work*, 1995, Putnam [the committee thought that there is a more current edition of this book or by this author from 2000 or later – I search Amazon and could not find a more current edition, though this book is listed there as 1996]

Barbara Kate Repa, *Your Rights in the Workplace*, 6th ed., 2002, NOLO

In Course Reader:

Paul Kurzman, “Bakalinsky’s Conundrum: Should Social Workers Practice in the World of Work?” in Mor Barak, 157 - 160

Mor Barak, “Diversity in the Workplace” 47 - 64

Mor Barak , excerpts: *Managing Diversity: Toward a Worldwide Inclusive Workplace* (pending publication)pp. 274 – 349.

Recommended Texts: (These books have been placed on Reserve at Leavey Library)

Bruce S. Jansson, *Becoming an Effective Policy Advocate: From Policy Practice to Social Justice*, 2002, Thomson: Brooks/Cole

Peter F. Drucker, *Management Challenges for the 21st Century*, 1999, Harper Collins

Paul A. Kurzman & Sheila H. Akabas, Eds, *Work and Well-Being: The Occupational Social Work Advantage*, 1993, NASW Press.

Isn I. Mitroff and Elizabeth A. Denton. *A Spiritual Audit of Corporate America: A hard look at Spirituality, Religion, and Values in the Workplace*, 1999, Jossey-Bass Publishers, San Francisco.

Michal E. Mor Barak & David Bargal, Eds, *Social Services in the Workplace: Repositioning Occupational Social Work in the New Millennium*, 2000, The Haworth Press.

Steven L. Willborn, Stewart J. Schwab & John F. Burton, Jr., *Employment Law, Cases and Materials*, 2002, Lexis Nexis.

Joanne B. Ciulla, *The Working Life: The Promise and Betrayal of Modern Work*, 2000, Times Books, Random House.

Paula M. Rayman, *Beyond the Bottom Line: The Search for Dignity at Work*, 2001, Palgrave for St. Martin’s Press.

VIII. ACADEMIC ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

IX. EMERGENCY RESPONSE INFORMATION

To receive information, call main number (213)740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website; <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

University Park Campus

MRF – Lot B

SWC – Lot B

WPH – McCarthy Quad

VKC – McCarthy Quad

City Center

Front of the building (12th & Olive)

Orange County Campus

Faculty Parking Lot

Skirball Campus

Front of building

Do not re-enter the building until given the “all clear” by emergency personnel.

X. COURSE OUTLINE AND ASSIGNMENTS

Session # 1: INTRODUCTION TO COURSE - HISTORIC CONTEXT OF THE WORLD OF WORK
OBJECTIVES 1 & 3

Paul Kurzman, “Bakalinsky’s Conundrum: Should Social Workers Practice in the World of Work?” in Mor Barak, 157 - 160

“Committing to an Issue: Building Agendas” Jansson, 140 - 165

A questionnaire on “Meaning and Purpose in the Workplace” will be executed, then discussed.

Assignment: Obtain copy of your placement’s Policy & Procedure Manual

Session #2: THE ROLE OF TECHNOLOGY
OBJECTIVES 1, 2 & 3

Rifkin, “The Third Industrial Revolution” pp. 59-106

Rifkin, “The Two Faces of Technology” pp. 3- 56

Jansson, “Obtaining Skills and Competencies for Policy Advocacy” pp. 69 - 85

Each student will present on an article assigned from “Men and Work”

And will discuss her placement’s Policy & Procedure Manual as it applies to these views.

Session #3: THE RIGHT TO WORK
OBJECTIVES 1,3 & 4

Legal bounds; enforcement of employee rights: handout; Repa, 1 /2 - 1 /6

The regulation of compensation: Repa: 2 /3 - 2 / 82

Rise and fall of the Doctrine of Employee at will: Repa, 9 /2 - 9 /39, handouts

After a Job Loss: Repa, 10 /2 - 10 / 20

Unemployment & unemployment insurance: Repa, 11 /2 - 11 /13

Collective bargaining: Repa, 15 /2 - 15 /12

Assignment: review and compare your placement’s Policy & Procedure Manual

Assignment: Get a copy of your placement’s posted notice on employee’s rights to a discrimination-free workplace *and* a copy of its policy on harassment

Session # 4: DISCRIMINATION AT WORK: ANALYSES AND MODELS:

- Title VII of the Civil Rights Act of 1964;
- Equal Pay Act;
- Age Discrimination in Employment Act;
- Older Workers Benefit Protection Act;
- Sexual Harassment.

Objectives 1, 3 & 4

EEOC Regulations (secure on-line) and Repa, 7 /2 - 7 /34; 8 /3 - 8 /12

Session # 5: HEALTH CARE AND THE WORKPLACE
Objectives 1, 3 & 4

The Americans with Disabilities Act (“ADA”) Repa, 7 /35 - 7 /47

Workers Compensation: Repa, 12 /3 - 12 /11

Social Security Disability Insurance and Retirement: Repa 13 /2 - 14 /14

Family & Medical Leave Act: Repa, 4 /2 - 4 /26

Health Insurance: Repa, 3 /2 - 3 / 11

Occupational Safety and Health: Repa, 6 /2 - 6 /39

Session # 6: DIVERSITY IN THE WORKPLACE
Objectives 1, 3 & 4

Repa, Immigration issues: 16 /2 - 16 /6;

Mor Barak, "Diversity in the Workplace" 47 - 64 (see "Reader")

Mor Barak , *Managing Diversity: Toward a Worldwide Inclusive Workplace*: see "Reader"

Chapters 10 – 12, pp. pp. 272 – 349

Muriel Gray & Frederica Barrow, in Kurzman, "Ethnic, Cultural, and Racial Diversity in the Workplace" 138 – 150 (see "Reader")

Session 7: HUMAN RESOURCES AND EMPLOYEE ASSISTANCE PLANS

Objectives 1, 3 & 4

Mor Barak, "Human Services in the Context of Work" 1 - 10 ;

Root, "Unemployment and Underemployment" in Kurzman, 332 - 347

Jansson, "Committing to a Solution: Analyzing Problems" 168 – 20

Session 8: GLOBAL IMPLICATIONS & STRATEGIES: CHALLENGES FOR THE NEW WORLD OF WORK

Objectives 1, 3 & 4

Rifkin, "The Decline of the Global Labor Force" pp. 109-162

Rifkin, "The Price of Progress" pp. 165-217

Rifkin, "The Dawn of the Post-Market Era" pp. 221-295

Discuss how policies shaping these realities have implications for your placement.

Assignment: Get a copy of your placement's mission statement. Discuss what policies drive implementation of your placement's mission and what reforms to policy you believe would enhance it, how policy decisions are made and affected in that agency and how one could abet the effort.

Assignment: Secure a copy of your placement's table of organization

Discuss the social policies which undergird organization of personnel at your placement and how such organization affects the implementation of the agency mission.

Module 2: Macro Practice Intervention in Work Organizations

Required Texts

French, W. L., Bell, C. H. & Zawacki, R. A. (Eds.). (2005). *Organization development and transformation: Managing effective change* (6th. Ed.). Boston: Irwin McGraw-Hill.

Greenberg, J. & Baron, R. A. (2003). *Behavior in organizations: Understanding and managing the human side of work* (8th. Ed.). Upper Saddle River, NJ:

Prentice-Hall.

For session 9 read:

Greenberg & Baron Chapter 1, 2 & 4

Fox, W. M. Socio-technical System Principles and Guidelines in French et al., pp. 142-152

Session 9: Overview and focus on organizational behavior and organizational development in community contexts. Levels of Analysis: individual, group and organization. Assumptions about the nature of employee behavior in the workplace and the implications for improving productivity and affecting the quality of working life and worker well-being.

Objectives 2 & 5

For next week read:

Greenberg & Baron Chapters 5, 8 & 10

Session 10: Continuation of individual focus. The role of expectations, locus of control, situational helplessness, powerlessness and alienation. Communication and information sharing and community organization management and administration
Objectives 2 & 5

For next week read:

Greenberg & Baron Chapters 7 & 9

Zawicki & Norman: Successful Self-Directed Teams and in French et al., pp. 228-234

Jones & George: The Experience and Evolution of Trust: Implications for Cooperation and Teamwork. in French et al., pp. 310-326.

Benne & Sheats: Functional Roles of Group Members in French et al., pp. 347-353

Session 11: Decision making, participation, group decision making and team building. Group Theory. Diversity and Competitive Advantage
Objectives 2 & 5

For next week read:

Greenberg & Baron Chapter 13, 14 & 15

Schein, E. Organizational Culture in French et al., pp. 127-142

Zand: Collateral Organizations: A New Change in French et al., pp. 198-214

Garvin: Building a Learning Organization in French et al., pp. 281-294

Session 12: The environment of the organization. The internal and external environment, the general and task environment. Techniques of environmental analysis. environmental mapping and SWOT analysis. Organizational cultures and diversity. Organizational Structure, Basic Departmentalization, Emerging Organizational Forms and Organizational Design and Contingency Theory
Objectives 2 & 5

For next week read:

Greenberg & Baron Chapter 16

Beckard, R. What is Organizational development in French et al., pp. 16--19

French W. & Bell, C. A History of Organizational Development in French et al., pp. 20-42

Weisborg, M. R. Towards Third Wave Managing and Consulting in French et al., pp. 43--80

Poras & Silvers Organizational Development and Transformation in French et al., pp. 65--80

Nutt & Backoff: Facilitating Transformational Change in French et al. pp. 370-383

Session 13: Introduction to organizational development, envisioning change, Ideal state fantasies and Force Field Analysis. Transformational Change: Radical Change, Downsizing, Restructuring and Reengineering. Ethical and Community Implications.
Objectives 2 & 5

For next week read:

Greenberg & Baron Chapter pp. 375-392

Rogers: Two-Person Disputes in French et al., pp. 116-117

Beckhard: The Confrontation Meeting in French et al., pp. 190-197

Williams: Survey Guided Appreciative Inquiry in French et al., pp. 235-241

Beatty and Ulrich: Re-Energizing Mature Organizations in French et al., 471-482

Goodstein & Burke: Creating Successful Organizational Change in French et al., pp. 388-397

Shepard: Rules of Thumb for Change Agents in French et al., pp. 365-369

Session 14: Resistance to change, the causes of conflict and, conflict management and resolution.
Objectives 2 & 5

For next week read

Nielsen, et al: Ethics in Organizational change in French et al., 460-470

Prahalad: Managing Discontinuities: The Emerging Challenge in French et al., pp. 483-494

Pfeffer: Seven Practices of Successful Organizations in French et al., pp. 494-514

Smither et al., Chapter 14

Nirenberg: From Team Building to Community Building in French et al., pp. 515-522

Burke: The New Agenda for Organization Development in French et al., pp. 523-535

Session 15: Challenges for the Future of OD and the Administration of Community Organizations.