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 (i.e., 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:

Upon completion of this course, students will be able to demonstrate beginning competence in the following phases of managing, projects/program (analysis & design, implementation, and monitoring) and organizational change.

A. Intra-Organizational Change Approaches: students will apply coherent frameworks to analyze, plan, implement, monitor and initially evaluate incremental and radical change within a human service organization program, including:

1) Analyze typical barriers to change and demonstrate techniques that can be used to overcome such resistance;

2) Describe a sequence of elements typically required for a successful change effort, and necessary subroutines, (e.g., plan-do-check-act).

3) Describe, execute, and present simple, empirical, visual representations of current conditions in the organization (e.g., scatter diagrams, Ishikawa “cause-and-effect” charts, Pareto charts,), new visions of change (e.g., flow-charting, force field analysis), the monitoring of change (e.g., control charts), and the evaluation of change (e.g., customer satisfaction surveys).

B. Project/Program Analysis & Design:

1) Describe and analyze the organizational and market environment within which proposed programs would operate using logic models;
2) State and analyze component parts of a program as a system;

3) Present a program in terms of its goals, objectives, activities, tasks, and expected outputs and outcomes;

4) Employ various assessment tools for understanding program components and procedures (including but not limited to flowcharting and ecological mapping);

5) Describe the job tasks of staff members and allocate their time in terms of program and function.

C. Project/Program Implementation:

1) List the major steps involved in designing and implementing a program change;

2) Compare the change process as a rational problem-solving activity and as a socio-political process;

3) Design a schedule of activities necessary for the implementation of a new program or program change.

D. Project/Program Monitoring and Evaluation:

1) Identify monitoring procedures appropriate to particular types of program technologies and phases of program processes;
   a) Specify approaches to assure required levels of quality assurance
   b) Propose improved procedures and ways that can be adapted for direct use by program staff.

2) Identify and apply relevant concepts and tools from continuous quality improvement approaches to enhance program functioning and service.

E. Ethical Conduct of Those Who Design, Implement & Monitor Programs

1) State and apply aspects of the Social Work Code of Ethics that are germane to the development, implementation and monitoring of social programs, including, but not limited to issues of client confidentiality, referral of clients into and of a program, accessibility and treatment of special populations, and inter-disciplinary cooperation.

F). Managing Programs/Projects

1. Understand Your own management skills and strengths.

2. Understand how to use project meetings effectively.

3. Understand and apply decision making skills in all phases of project development, implementation, change, etc.
4. 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.

5. 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. Examples of possible topics include: accessibility of services, and “creaming” clients in an environment of managed care.

- **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. Recommended Textbooks & Course Materials:


Books are on reserve at the Social Work Library.

8. Grades

Grades will be determined on the basis of performance. Letter grades will be allocated as follows:

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<tr>
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<th>100-99</th>
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<th>93-90</th>
<th>89-87</th>
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10. Grading

There are 100 (+3) points to be earned for this course as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Proportion of Final Grade</th>
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<tr>
<td>Class participation</td>
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<td>Assignment #1- Individual</td>
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<td>Assignment #2- Team</td>
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<td>Assignment #3- Team</td>
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<td>Assignment #4- Team</td>
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<td>Assignment #5- Team</td>
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<td>Assignment #6- Individual</td>
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<td>Total</td>
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<td>Xtra credit book review</td>
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11. Assignments

Individual Assignment - # 1-Management Skills
Prepare an analysis of your strengths and areas for improvement as a manager using the “nifty nine”. (Part 1.) Identify goals for sharing and improvement including measurable outcomes (AKA events) (as opposed to outputs), AKA dates and deliverables) (Part2) and (Part 3) preliminary steps to get there. 5pp. Due 9/25

Team Assignment-# 2 – Project Team Meeting Analysis’s

Pick a program/project from one of your agencies. This will serve as the focus for the next 4 assignments. Pick a group meeting from the program/project. Analyze it from the perspective of the material in Session 4. Describe the problems [what is right/wrong] (1), Explain them (2), and (3) Propose a fix/transfer (which would include both precipitating problems as well as predisposing ones. 5 pp. Due 10/2

Team Assignment -#3 – Project Analysis/ Redesign

Starting with part #3 in Assignment 2 (or some other program/project) propose a redesign or transfer. (using text). Redesign occurs if there are problems that need a fix; transfer occurs if there is a best practice going on and you want to consider applying it to somewhere else. Include a Gantt Chart. 4pp + Gantt Due 11/13

Team Assignment #4 – PERTing the Change

Prepare a Pert Chart for the change used in Assignment 3. You can build on the Gantt. Due 11/26

Team Assignment -#5- Report of Findings
Present a PowerPoint presentation of the Project/Program, its problems/strengths/ and your proposals. (Essentially this is a presentation of assignments 3 and 4.) Include a side indicating any ethical issues you had to consider.

Individual Assignment 6 –
Resubmit Assignment 1 with an analysis of what happened (or did not happen) and why using concepts developed through the course, among other concepts. Due 12/11

Xtra Credit
Review a book in the area of the course. Check with the instructor about choices.
12. Course Source Materials

A. Some Books & Articles of Interest:


**B. Journals**

- Academy of Management
- Administration in Social Work
- Administrative Science Quarterly
- Nonprofit and Voluntary Sector Quarterly
- Journal of Nonprofit and Public Sector Marketing
- Administration and Society
- Nonprofit Management & Leadership
- Social Service Review
- Social Work
- Voluntas

**Available at:**
- (Sch. of Bus. Admin. Library)
- (SW Library)
- (Sch. of Bus. Admin. Library)
- (SW Library)
- (SW Library)
- (Graduate Library)
- (Sch. of Bus. Admin. Library)
- (SW Library)
- SW Library
- Plenum Press (on order)
## Overview

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Topic</th>
<th>Special Notes</th>
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<tbody>
<tr>
<td>1.</td>
<td>9/4 Introduction to Managing Projects and Organizational Change State of the Nonprofit Sector</td>
<td>Course Overview Introductions Teams The Nonprofit Sector</td>
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<tr>
<td>2.</td>
<td>9/11 Systems and Organizations</td>
<td>Introduction to Systems Understanding them; controlling them; improving/changing them;</td>
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<td>3.</td>
<td>9/18 Managing – 1 Skills/Assay</td>
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<td>4.</td>
<td>9/25 Managing - 2 Effective Meetings</td>
<td>Assignment 1 due</td>
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<td>5.</td>
<td>10/2 Managing – 3 Effective Group Decision Making</td>
<td>Assignment 2 due</td>
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<td>6.</td>
<td>10/9 Managing –4 PDQ, LCO, JIT, MBWA, Budgets, Work Arrangements</td>
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<td>7.</td>
<td>10/16 Intensive All School Focus Day</td>
<td>Activities to be announced</td>
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<td>8.</td>
<td>10/23 Projects –1 Project (and other) Planning</td>
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<td>9.</td>
<td>10/30 Projects –2 Project Implementation</td>
<td>Gantt, PERT</td>
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<td>10.</td>
<td>11/6 Projects –3 Project Evaluation</td>
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<td>11.</td>
<td>11/13 Organizational Change – 1</td>
<td>Assignment 3 due</td>
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<td>11/20 Organizational Change – 2</td>
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<td>11/27 NO CLASS PREPARE PROJECTS</td>
<td>Assignment 4 due</td>
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<td>12/4 REPORTS</td>
<td>Assignment 5 due</td>
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<td>15.</td>
<td>12/11 REPORTS</td>
<td>Assignment 6 due</td>
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# Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
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<th>Thumbnail</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1 9/4</td>
<td>Overview of course Introduction to Managing Projects and Organizational Change</td>
<td>Introductions Initial Team formation</td>
<td>• Class Participation and Discussion</td>
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</table>
| 2 9/11 | Systems and Organizations A Moment of Reflection | “Why do we have systems? Because people cannot be trusted. Why do we have people? Because systems cannot be trusted!” Nhoj Namport, 2002  
Systems involve process through which “flow”, “exchange” and “transformation” occur. There are all kinds of systems, but “people processing systems” are ones of special interest to us. American individuality makes it culturally hard to look at systems; we like to believe that we are in control; apparently that is true about 15% of the time.  
Systems improvement is needed to make quality programs  
But…. (or perhaps obviously) … stuff happens. That is the burden of Perrow’s work, _Normal Accidents_. Take a look.  
Failure has a role as well. That is the brunt of To Engineer is Human: The Role of Failure in Successful Design | • Tactics,#38 “Governing Design: The Management of Social Systems and Ecosystems Management  
• C. Perrow, Normal Accidents |
|    | 3  | 1. 9/18 | Managing – 1 | Project Management can be thought of in terms of the 5C template – Characteristics, Competencies, Conditions, Context and Change. Project Managers have 4 mgt. tasks - managing down, across, up, and in (subordinates, peers, bosses, and self.) | **Whetten and Cameron, Ch. 1**  
**Tactics, #10, “Know Yourself”** |
|----|----|--------|--------------|---------------------------------------------------------------------------------|----------------------------------|
| 4  | 2. 9/25 | Managing – 2  
**Assignment #1 due**  | A key process in program/project management is the meeting. Organizational systems, a particular focus here, work through specialization and differentiation. Without consequent **integration** – **provided (or NOT) through management** – they will function poorly. Teams function better then individuals if run right, but it is a huge if! | **Tactics, #14, “The Effective Meeting”**  
**Making Meetings Work** |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment/Activity</th>
<th>Description</th>
<th>Additional Notes</th>
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<tr>
<td>5</td>
<td>10/2</td>
<td>Managing-3</td>
<td>Running a good project meeting is one thing. Coming to “high quality decisions” in that meeting is something else. Decisions are a team meeting’s “product.” We need to understand the process and manage it in order to help accomplish the very best decisions.</td>
<td>Tactics. #11, “Value Conflicts and Decision Making.” #13, “Managing Dynamic Tensions” Making Meetings Work</td>
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<td>7</td>
<td>10/16</td>
<td>No Formal Class</td>
<td>Intensive All School Focus Day Activities TBA</td>
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<td>Week</td>
<td>Date</td>
<td>Assignment</td>
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| 8    | 10/23 | Projects -1 | Project Planning  
The person with the plan wins  
Start with the end in mind  
The main thing is to keep the main thing the main thing | • Project Management for Dummies: The Cheat Sheet  
• To Engineer is Human  
• Assignment #1 due |
| 9    | 10/30 | Projects 2 | Project Implementation  
Gantt  
PERT  
Logic models: the single most important tool in designing organizational interventions.  
Also search the internet under “united way” “logic model” | • Handout  
• Project Management … Part 3  
• Tactics, # |
| 10   | 11/6  | Projects 3 | Project Evaluation  
Outputs/Outcomes  
Does it matter what we do anyway? | • Savas, Fleming, Bolig  
“Program Specification” (Handout)  
• Tactics, #20,  
“Alternative Frameworks…”; #21,  
“The Nitty Gritty…”;  
#22, “The Politics…”;  
#24m “How to Use…”;#25,  
“Troubleshooting Guide…”; #26, Index of Dissimilarity…” |
| 11   | 11/13 | Organizational Change –1  
Assignment #3 due | Change in the system v. change of the system;  
Evolution v Revolution | • Tactics, #27, “Core Concepts …” |
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<tr>
<th>Date</th>
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<tr>
<td>12/11</td>
<td>REPORTS</td>
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<td>12/4</td>
<td>REPORTS</td>
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<td>PREPARE PROJECTS</td>
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<tr>
<td>11/20</td>
<td>Organizational Change - 2</td>
<td>The more things change the more they stay the same; The past is prologue; the past is a different country</td>
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<td>12</td>
<td>11/20</td>
<td>Organizational Change - 2</td>
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<td>NO CLASS</td>
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<td>REPORTS</td>
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<td>PERT CHART IS PRESENTED IN PPT FORMAT</td>
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<td>Tactics, #28, “On Site Analysis…”</td>
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Midterm/Interim
Course Information

Keep: Here’s what is good about this course. Keep it up.

Stop: Here are things I find less than helpful. Please discontinue.

Start: Here are things I need to have happen for me to improve. Please initiate.