



# USC | School of Social Work

## Social Work 648 VAC

Section: 67751/67739

Fall 2014

### Management for Community and Social Services

**3 Units**

*"Management is, above all, a practice where art, science, and craft meet."  
- Henry Mintzberg*

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**Course Day:** Tuesday

**Course Time:** 67751- 4:00 pm - 5:15pm PST  
67739 - 5:45 pm - 7:00pm PST

**Office Hours:** TBA

#### **I. COURSE PREREQUISITES**

None

#### **II. CATALOGUE DESCRIPTION**

Methods and principles of management in urban settings with primary emphasis on strategic management, finance analysis, and innovative project development.

#### **III. COURSE DESCRIPTION**

Students are exposed to management theories, evidence based models, financial approaches, and research articles that focus on the different arenas of macro-practice. Building on the content of the first year SOWK 534 (Policy Practice in Social Service Organization) course, this course links horizontally with the SOWK 639 (Social Policy & Politics of Reform) course, the SOWK 629 (Evaluation of Research) course, and the SOWK 611 (Leadership in the Social Work Profession and Organizations) course.

This course examines theories on the roles, functions, and responsibilities of social services managers, including supervisors, community organizers, and project planners working in urban social work agencies. Particular attention is focused toward working with a culturally diverse workforce and community groups experiencing severe social problems, so that services can be provided justly, efficiently, and effectively. Topics to be covered include: evidence-based macro practices; management and organization practice; finance; leadership analysis; gender, cultural, and ethnic issues in resource development; and managing and designing services in complex settings.

**IV. COURSE OBJECTIVES**

The Management for Community and Social Services course (SOWK 648) will:

Objective #	Objectives
1	Teach the ethical standards and practices of professional social work. Provide an environment that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their core values and ethics and how these variables may affect their ethical decision-making in practice.
2	Provide opportunities for students to increase awareness of advanced management practice theories and the ability to demonstrate the following skills: Organizational analysis, financial analysis, human resource, and conflict management.
3	Demonstrate critical analysis of socio-historical-political contexts from which management theories and perspectives originated and their relation to the social work profession in order to provide students with skills necessary to integrate and apply multiple management perspectives using varying learning formats through both oral and written assignments.
4	Provide instruments for organizational, management, and leadership analysis to assess the effectiveness of operations in domestic and international social work agencies within the context of current socioeconomic and political trends.
5	Provide the theoretical foundation needed for students to develop core knowledge of management theory. Demonstrate major concepts (conflicting values theory, strategic management, strengths based management, change management). Provide students with commonly applied theories utilized in the field of social work.

**V. COURSE FORMAT / INSTRUCTIONAL METHODS**

This course is taught using a seminar-discussion-workshop format. I expect you to be an active participant in this educational endeavor. Because readings and out of class assignments are an integral part of the course, I expect you to complete the assigned readings and any other assignments prior to the class meeting, and come to our class meetings ready to discuss these materials.

**VI. STUDENT LEARNING OUTCOMES**

Student learning for this course relates to one or more of the following ten social work core competencies:

Social Work Core Competencies	SOWK 648	Course Objective
1 Professional Identity	*	5
2 Ethical Practice	*	1
3 Critical Thinking	*	2 & 3
4 Diversity in Practice	*	3
5 Human Rights & Justice		
6 Research Based Practice		
7 Human Behavior		
8 Policy Practice		
9 Practice Contexts	*	4 & 5
10 Engage, Assess, Intervene, Evaluate		

\* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><b>Professional Identity</b>—Identify as a professional social worker and conduct oneself accordingly.</p> <p>Social workers competent in Professional Identity:</p> <ul style="list-style-type: none"> <li>▪ Serve as representatives of the profession, its mission, and its core values.</li> <li>▪ Know the profession’s history.</li> <li>▪ Commit themselves to the profession’s enhancement and to their own professional conduct and growth.</li> </ul>	<ol style="list-style-type: none"> <li>1. Advocate for client access to the services of social work.</li> <li>2. Practice personal reflection and self-correction to ensure continual professional development.</li> <li>3. Attend to professional roles and boundaries.</li> <li>4. Demonstrate professional demeanor in behavior, appearance, and communication.</li> <li>5. Engage in career-long learning.</li> <li>6. Use supervision and consultation.</li> </ol>	<p>Assignment 1</p> <p>Assignment 3</p> <p>Class Participation</p>
<p><b>Ethical Practice</b>—Apply social work ethical principles to guide professional practice.</p> <p>Social workers competent in Ethical Practice:</p> <ul style="list-style-type: none"> <li>▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making.</li> <li>▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</li> </ul>	<ol style="list-style-type: none"> <li>7. Recognize and manage personal values in a way that allows professional values to guide practice.</li> <li>8. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.</li> <li>9. Tolerate ambiguity in resolving ethical conflicts.</li> <li>10. Apply strategies of ethical reasoning to arrive at principled decisions.</li> </ol>	<p>Assignment 2</p> <p>Assignment 3</p> <p>Class Participation</p>
<p><b>Critical Thinking</b>—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p> <ul style="list-style-type: none"> <li>▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.</li> <li>▪ Use critical thinking augmented by creativity and curiosity.</li> <li>▪ Understand that critical thinking also requires the synthesis and communication of relevant information.</li> </ul>	<ol style="list-style-type: none"> <li>11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</li> <li>12. Analyze models of assessment, prevention, intervention, and evaluation.</li> <li>13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</li> </ol>	<p>Assignment 1</p> <p>Assignment 2</p> <p>Assignment 3</p> <p>Class Participation</p>

<p><b>Diversity in Practice</b>—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> <li>Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.</li> <li>Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.</li> <li>Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</li> </ul>	14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	<p>Assignment 3</p> <p>Class Participation</p>
	15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	
	16. Recognize and communicate understanding of the importance of difference in shaping life experiences.	
	17. View themselves as learners and engage those with whom they work as informants.	

<p><b>Practice Contexts</b>—Respond to contexts that shape practice.</p> <p>Social workers competent in Practice Contexts:</p> <ul style="list-style-type: none"> <li>Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice.</li> <li>Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</li> </ul>	18. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	<p>Assignment 3</p> <p>Class Participation</p>
	19. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	

**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

Assignment	Due Date	% of Final Grade
<b>Assignment 1: Management Model Assessment</b>	<b>Oct 7</b>	20%
<b>Assignment 2: Take Home Midterm</b>	<b>Oct 28</b>	35%
<b>Assignment 3: Final Paper</b>	<b>TBA</b>	35%
<b>Class Participation</b>	<b>Ongoing</b>	10%

Each of the major assignments is described below.

**Assignment 1**

For this assignment, students will analyze the current management model being used in their field placement and its effectiveness. Further details will be provided in class.

**DUE: Oct 7, 2014**

*This assignment relates to student learning outcomes 1-6 & 11-13.*

## Assignment 2

Assignment 2 will be a take home exam. Students will be given the exam during Unit 7 and have one week to complete.

**Due: Oct 28, 2014**

*This assignment relates to student learning outcome 7-13.*

## Assignment 3

Assignment 3 will be the final paper. Assignment details will be provided during Unit 14 of the course.

**Due: TBA**

*This assignment relates to student learning outcome 1-19.*

## Class Participation (10% of Course Grade)

Class participation is a vital part of the learning experience and your growth as a practitioner. It is distinct from attendance. As such, you do not earn participation points for simply showing up to class.

Class participation refers to *meaningful* participation in both the classroom *process* and *content*. In terms of process, you are expected to involve yourself in the class by contributing comments, questions, answers, and/or opinions as appropriate. To do this, you will necessarily need to come to class prepared, having read the material required for that day. You are also expected to participate in any experiential exercises, such as role plays, etc.

In terms of content, you are expected to add to class knowledge through your readings and sharing of your experiences. Sharing these with other students adds to ways of looking at the world, expands consciousness, and often challenges long-held beliefs that stimulate critical thinking. In this way, you become active participants in, and share the responsibility for, your own learning.

If you have completed the readings and the homework assignments, then you should be able to engage in thoughtful, informed discussion of the course material, as well as any related activities. Understandably, some students are more comfortable than others in speaking aloud in class; however, it is expected that each student make an effort during the semester to lend her/his voice to the class discussion

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

## VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

### Required Textbooks

Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership*. Fourth Edition. San Francisco, CA: Jossey-Bass.

Lewis, J. A., Packard, T., & Lewis, M. D. (2013). *Management of human service programs* (5<sup>th</sup> ed.). USA: Thomson Brooks/Cole.

Martin, L. L. (2001). *Financial management for human service administrators*. Boston, MA: Allyn & Bacon.

Rath, T. (2007). *StrengthsFinder 2.0*. New York, NY: Gallup Press.

(Instructor Note: Students need to buy a new copy of this book. It will come with a digital code to access the website and the assessment we will refer to in class.)

Course Reader: Available on ARES.

### Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington: APA.

Szuchman, L. T., & Thomlison, B. (2007). *Writing with style: APA style for social work* (3<sup>rd</sup> ed.). New York, NY: Wadsworth.

(Instructor Note: This is an e-book that you can purchase for \$19.49 at:

<https://www.ichapters.com/tl1/en/US/storefront/ichapters?cmd=catProductDetail&showAddButton=true&ISBN=978-0-495-09883-6>)

### Recommended Websites

Center for Non-Profit Management

<http://www.cnmsocal.org/>

GuideStar Nonprofit Reports and Forms 990 for Donors, Grantmakers, and Businesses

<http://www2.guidestar.org/>

National Associate of Social Workers

<http://www.naswdc.org>

The Elements of Style

<http://www.bartleby.com/141/>

(Instructor Note: A rule book for writing.)

USC Guide to Avoiding Plagiarism

[http://www.usc.edu/student-affairs/student-conduct/ug\\_plag.htm](http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm).

**Note:** Additional required and recommended readings may be assigned by the instructor throughout the course.

## Course Overview

Unit	Topics	Assignments
1	<ul style="list-style-type: none"> <li>■ Overview of course                             <ul style="list-style-type: none"> <li>▼ Introduction</li> <li>▼ Defining Management</li> <li>▼ Classic Management Examples</li> </ul> </li> </ul>	SEPTEMBER 9, 2014
2	<ul style="list-style-type: none"> <li>■ Conflicting Values Management                             <ul style="list-style-type: none"> <li>▼ NASW Code of Ethics</li> <li>▼ Conflicting Values Assessment</li> </ul> </li> </ul>	SEPTEMBER 16
3	<ul style="list-style-type: none"> <li>■ Strategic Management                             <ul style="list-style-type: none"> <li>▼ Strategic Planning</li> <li>▼ Mission, Vision, and Values</li> <li>▼ Environmental Scans</li> <li>▼ Goals and Objectives</li> <li>▼ Competitive Advantage</li> </ul> </li> </ul>	SEPTEMBER 23
4	<ul style="list-style-type: none"> <li>■ Strengths Based Management                             <ul style="list-style-type: none"> <li>▼ Elements of Effective Managements</li> <li>▼ Strengths Based Management</li> </ul> </li> </ul>	SEPTEMBER 30
5	<ul style="list-style-type: none"> <li>■ Program Management                             <ul style="list-style-type: none"> <li>▼ Program Development</li> <li>▼ Program Administration</li> <li>▼ Financial Management of Programs</li> <li>▼ Role of Innovation</li> </ul> </li> </ul>	<b>Assignment 1 Due October 7</b>
6	<ul style="list-style-type: none"> <li>■ Finance Methods                             <ul style="list-style-type: none"> <li>▼ Budgeting</li> <li>▼ Different types of budgeting systems</li> <li>▼ Line Item Budget</li> <li>▼ Meeting Program Goals</li> </ul> </li> </ul>	October 14
7	<ul style="list-style-type: none"> <li>■ Financial Analysis                             <ul style="list-style-type: none"> <li>▼ Financial Statements</li> <li>▼ Statement of Activities</li> <li>▼ Statement of Financial Position</li> <li>▼ Statement of Cash Flows</li> <li>▼ Statement of Functional Expense</li> <li>▼ IRS 990</li> <li>▼ Ratio Analysis</li> </ul> </li> </ul>	October 21
8	<ul style="list-style-type: none"> <li>■ Fund Acquisition                             <ul style="list-style-type: none"> <li>▼ Traditional Funding Sources</li> <li>▼ Contracts/Grants/Public Funding</li> <li>▼ Fundraising</li> <li>▼ Social Enterprise</li> <li>▼ Mixed Methodologies</li> </ul> </li> </ul>	<b>Assignment 2 Due October 28</b>

Unit	Topics	Assignments
9	<ul style="list-style-type: none"> <li>■ Human Resources Activities                             <ul style="list-style-type: none"> <li>▼ Organizational Theory</li> <li>▼ Structural Frame</li> <li>▼ Human Resources Frame</li> <li>▼ Hiring and Staffing Issues</li> <li>▼ Maintaining Staff Engagement</li> </ul> </li> </ul>	November 9
10	<ul style="list-style-type: none"> <li>■ Representing the Organization                             <ul style="list-style-type: none"> <li>▼ The Symbolic Frame</li> <li>▼ Branding</li> <li>▼ "Management" of Organizational Image</li> <li>▼ Public Speaking Skills</li> </ul> </li> </ul>	November 11
11	<ul style="list-style-type: none"> <li>■ Managing Conflict                             <ul style="list-style-type: none"> <li>▼ The Political Frame</li> <li>▼ Conflict Resolution</li> <li>▼ Conflict Exercise</li> </ul> </li> </ul>	November 18
12	<ul style="list-style-type: none"> <li>■ Leadership and Management                             <ul style="list-style-type: none"> <li>▼ The Leadership Grid</li> <li>▼ Understanding the positions on the Leadership Grid</li> <li>▼ Grid Exercise</li> <li>▼ Grid Assessment</li> </ul> </li> </ul>	November 25
13	<ul style="list-style-type: none"> <li>■ Managing Teams                             <ul style="list-style-type: none"> <li>▼ Group Dynamics</li> <li>▼ Team Building and collaboration</li> <li>▼ Case Example</li> </ul> </li> </ul>	December 2
14	<ul style="list-style-type: none"> <li>■ Assessment and evaluation                             <ul style="list-style-type: none"> <li>▼ Self Evaluation methods</li> <li>▼ Employee Performance Reviews</li> <li>▼ Peer Reviews</li> </ul> </li> </ul>	December 9
15	<ul style="list-style-type: none"> <li>■ Course Wrap Up                             <ul style="list-style-type: none"> <li>▼ Lessons learned from managers</li> <li>▼ Forward Looking Management</li> <li>▼ Change Management</li> <li>▼ Closing</li> </ul> </li> </ul>	December 16
<b>STUDY DAYS / NO CLASSES</b>		
<b>FINAL EXAMINATIONS</b>		

## Course Schedule—Detailed Description

### Unit 1: Classic Management Models

#### Topics

- Introduction of course
- Defining management
- Classic management models

This Unit relates to course objectives 2, 3, and 5.

#### Required Readings

Lewis, J. A., Packard, T., & Lewis, M. D. (2013). Chapters 1 & 12. In *Management of Human Service Programs* (5<sup>th</sup> ed.). USA: Thomson Brooks/Cole.

#### Recommended Readings

Menefee, D. (2000). What managers do and why they do it. In Patti, J. R., *The handbook of social welfare management* (pp. 247-266). Thousand Oaks, CA: Sage.

Salcido, R. M., Ornelas, V., & Garcia, J. A. (2002). A neighborhood watch program for inner-city school children. *Children & Schools*, 24(3), 175-87.

### Unit 2: Conflicting Values Management

#### Topics

- NASW Code of Ethics
- Conflicting values framework
  - ▼ Conflicting values assessment
  - ▼ Case example

This Unit relates to course objectives 1 and 2.

#### Required Readings

Lewis, J. A., Packard, T., & Lewis, M. D. (2013). Chapter 4. In *Management of Human Service Programs* (5<sup>th</sup> ed.). USA: Thomson Brooks/Cole.

Edwards, R. L. L., Yankey, J. A., & Alpeter, M. A. (1998). Managing effectively in an environment of competing values. *Skills for effective management of nonprofit organizations* (pp. 5-17). Washington, DC: NASW Press.

#### Recommended Readings

Bolman, L. G., & Deal, T. E. (2008). Part 1. In *Reframing organizations: Artistry, choice, and leadership. Fourth Edition*. San Francisco, CA: Jossey-Bass.

Gibelman, M., & Furman, R. (2008). Distinguishing features of organizations. In *Navigating Human Service Organizations* (pp. 22-47). Chicago, IL: Lyceum Books.

Lewis, J. A., Packard, T., & Lewis, M. D. (2013). Chapter 5. In *Management of Human Service Programs* (5<sup>th</sup> ed.). USA: Thomson Brooks/Cole.

**Unit 3: Strategic Management****Topics**

- Strategic management
- Strategic planning
  - ▼ Mission, vision, values
  - ▼ Mission statement workshop
  - ▼ Environmental scans
  - ▼ Goals and objectives
- Competitive advantage

This Unit relates to course objectives 2, 3, 4, and 5.

**Required Readings**

Lewis, J. A., Packard, T., & Lewis, M. D. (2013). Chapter 2. In *Management of Human Service Programs (5th ed.)*. USA: Thomson Brooks/Cole.

Golensky, M., & Mulder, G. A. (2006). Coping in a constrained economy: Survival strategies of nonprofit human service organizations. *Administration in Social Work, 30*(3), 5-24.

**Recommended Readings**

Steiss, W. A. (2000). Strategic management. In *Strategic management for public and nonprofit organizations* (pp. 3-19). New York, NY: Marcel Decker.

Steiss, W. A. (2000). Strategic planning mission, vision, goals, and objectives. In *Strategic Management for Public and Nonprofit Organizations* (pp. 49-72). New York, NY: Marcel Decker.

**Unit 4: Strengths Based Management****Topics**

- Strengths perspective
- Strengths based management
- Twelve elements of effective management
- StrengthsFinder 2.0

This Unit relates to course objectives 3 and 5.

**Required Readings**

Rath, T. (2007). *StrengthsFinder 2.0*. New York, NY: Gallup Press. 1-36  
(Instructor Note: Students need to buy a new copy of this book. It will come with a digital code to access the website and the assessment we will refer to in class.)

**Recommended Readings**

Buckingham, M., & Coffman, C. (1999). The measuring stick. In *First, break all the rules: What the world's greatest managers do different* (pp. 21-52). New York, NY: Simon & Schuster.

Buckingham, M., & Coffman, C. (1999). The wisdom of great managers. In *First, break all the rules: What the world's greatest managers do different* (pp. 53-70). New York, NY: Simon & Schuster.

Cohen, B. Z. (1999). Intervention and supervision in strengths-based social work practice. *Family in Society: The Journal of Contemporary Human Services, 80*(5), 460-466.

**Unit 5: Program Administration****Topics**

- Program management and administration
- Program development
- “The bottom line” of programs
- Role of innovation

This Unit relates to course objectives 2 and 4.

**Required Readings**

Lewis, J. A., Packard, T., & Lewis, M. D. (2013). Chapter 3. In *Management of Human Service Programs* (5<sup>th</sup> ed.). USA: Thomson Brooks/Cole.

Martin, L. L. (2001). Programs, program structures, and responsibility centers. In *Financial management for human service administrator* (pp. 10-18). Boston, MA: Allyn & Bacon.

**Unit 6: Financial Management****Topics**

- Financial management
- Budgeting systems
- Line item budget exercise
- Decision making in budgeting

This Unit relates to course objectives 1, 2, and 4.

**Required Readings**

Lewis, J. A., Packard, T., & Lewis, M. D. (2013). Chapter 8. In *Management of Human Service Programs* (5<sup>th</sup> ed.). USA: Thomson Brooks/Cole.

Martin, L. L. (2001). The importance of financial management. In *Financial management for human service administrator* (pp. 1-9). Boston, MA: Allyn & Bacon.

Martin, L. L. (2001). Budgeting and budgeting systems. In *Financial management for human service administrator* (pp. 76-91). Boston, MA: Allyn & Bacon.

**Recommended Readings**

Martin, L. L. (2001). Chapter 4. In *Financial management for human service administrator* (pp. 76-91). Boston, MA: Allyn & Bacon.

**Unit 7: Financial Analysis****Topics**

- Financial analysis
- Understanding financial statements
- Ratio analysis

This Unit relates to course objectives 1, 2, and 4.

**Required Readings**

Martin, L. L. (2001). Understanding financial statements. In *Financial management for human service administrator* (pp. 19-36). Boston, MA: Allyn & Bacon.

Martin, L. L. (2001). Financial Analysis. In *Financial management for human service administrator* (pp. 55-61). Boston, MA: Allyn & Bacon.

## Recommended Readings

Martin, L. L. (2001). Chapters 8, 9, & 10. In *Financial management for human service administrator* (pp. 76-91). Boston, MA: Allyn & Bacon.

## Unit 8: Fund Acquisition

### Topics

- Fund Acquisition
  - ▼ Traditional Funding Sources
  - ▼ Contracts/Grants/Public Funding
  - ▼ Fundraising
  - ▼ Social Enterprise
  - ▼ Mixed Methodologies

### Required Readings

Martin, L. L. (2001). Chapters 11, 12 & 13. In *Financial management for human service administrator*. Boston, MA: Allyn & Bacon.

## Unit 9: Structural and Human Resources Frame

### Topics

- Organizational theory
- Structural frame
- Human resources frame
  - ▼ Hiring and staffing issues
  - ▼ Maintaining staff engagement

This Unit relates to course objectives 1, 2, and 4.

### Required Readings

Bolman, L. G., & Deal, T. E. (2008). Part 2. In *Reframing organizations: Artistry, choice, and leadership. Fourth Edition*. San Francisco, CA: Jossey-Bass.

### Recommended Readings

Bolman, L. G., & Deal, T. E. (1991). Leadership and management effectiveness: A multi-frame, multi-sector analysis. *Human Resource Management*, 30(4), 509-534. doi:10.1002/hrm.3930300406

Kettner, P. (2002). Maximizing organizational performance through human resources planning. In *Achieving excellence in the management of human service organizations* (pp. 225-249). Boston, MA: Allyn & Bacon.

## Unit 10: Symbolic Framework and Messaging

### Topics

- Symbolic frame
- Branding
- Representing your organization
- Public speaking

This Unit relates to course objectives 1, 2, and 4.

### Required Reading

Bolman, L. G., & Deal, T. E. (2008). Part 5. In *Reframing organizations: Artistry, choice, and leadership. Fourth Edition*. San Francisco, CA: Jossey-Bass.

## Recommended Readings

- Love, L. F., & Singh, P. (2011). Workplace branding: Leveraging human resource management practices for competitive advantage through "best employer" surveys. *Group & Organization Management*, 36(1). doi:10.1007/s10869-011-9226-5
- O'Connell, D., Hickerson, K., & Pillutia, A. (2011). Organizational visioning: An integrative review. *Group & Organization Management*, 36(1). doi:10.1177/1059601110390999
- Okimoto, T. G., & Wenzel, M. (2009). The symbolic identity implications of inter and intra-group transgressions. *European Journal of Social Psychology*, 40(3). doi:10.1002/ejsp.704

## Unit 11: Political Frame

### Topics

- Political frame
- Conflict resolution
- Conflict management

This Unit relates to course objectives 1, 2, and 4.

### Required Reading

- Bolman, L. G., & Deal, T. E. (2008). Part 4. In *Reframing organizations: Artistry, choice, and leadership. Fourth Edition*. San Francisco, CA: Jossey-Bass.

## Unit 12: Leadership and Management

### Topics

- Introduction to the leadership grid
- Positions on the leadership grid
- Grid exercise
- Grid assessment

This Unit relates to course objectives 2, 3, and 4.

### Required Readings

- Bolman, L. G., & Deal, T. E. (2008). Chapter 17. In *Reframing organizations: Artistry, choice, and leadership. Fourth Edition*. San Francisco, CA: Jossey-Bass.
- Lewis, J. A., Packard, T., & Lewis, M. D. (2013). Chapter 11. In *Management of Human Service Programs (5<sup>th</sup> ed.)*. USA: Thomson Brooks/Cole.

**Note:** Handouts will be provided by your instructor.

## Unit 13: Managing Teams

### Topics

- Group Dynamics
- Team Building and Collaboration
- Managing Teams Case Example

This Unit relates to course objectives 2, 3, and 4.

### Required Readings

- Lewis, J. A., Packard, T., & Lewis, M. D. (2013). Chapters 6 & 7. In *Management of Human Service Programs (5<sup>th</sup> ed.)*. USA: Thomson Brooks/Cole.

**Unit 14: Assessment and Evaluation****Topics**

- Assessment and evaluation
- Change in organizations
- Self reflection
- Employee performance reviews
- Peer reviews

This Unit relates to course objectives 2, 3, and 4.

**Required Readings**

Lewis, J. A., Packard, T., & Lewis, M. D. (2013). Chapter 10. In *Management of human service programs* (5<sup>th</sup> ed.). USA: Thomson Brooks/Cole.

Martin, L. L. (2001). Chapters 6, 14 & 15. In *Financial management for human service administrator*. Boston, MA: Allyn & Bacon.

**Note:** Handouts will be provided by your instructor.

**Unit 15: Course Wrap-Up****Topics**

- Review of course
- Lessons from managers
- Forward looking management

This Unit relates to course objectives 1, 3, and 5.

**Required Readings**

Lewis, J. A., Packard, T., & Lewis, M. D. (2013). *Management of human service programs* (5<sup>th</sup> ed.). USA: Thomson Brooks/Cole.

**FINAL EXAMINATIONS**

## University Policies and Guidelines

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### IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. 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 email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class 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.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

### X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

### XI. STATEMENT FOR STUDENTS WITH DISABILITIES

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.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or [ability@usc.edu](mailto:ability@usc.edu).

### XII. EMERGENCY RESPONSE INFORMATION

**Note:** The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the 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.

Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
<b>City Center</b>	Front of Building (12 <sup>th</sup> & Olive)	<b>Orange County</b>	Faculty Parking Lot
<b>MRF</b>	Lot B	<b>San Diego</b>	Building Parking Lot
<b>SWC</b>	Lot B	<b>Skirball</b>	Front of Building
<b>VKC</b>	McCarthy Quad		
<b>WPH</b>	McCarthy Quad		

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

**XIII. STATEMENT ABOUT INCOMPLETES**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

**XIV. POLICY ON LATE OR MAKE-UP WORK**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

**XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

**XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]*

**Preamble**

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to

social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

## **XVII. COMPLAINTS**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the chair of the sequence, Renee Smith-Maddox at [smithmad@usc.edu](mailto:smithmad@usc.edu). If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at [рмаiden@usc.edu](mailto:рмаiden@usc.edu). Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or [june.wiley@usc.edu](mailto:june.wiley@usc.edu) for further guidance

## **XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE**

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

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*Don't procrastinate or postpone working on assignments.*

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