USC Suzanne Dworak-Peck
School of Social Work

Social Work 648

Management and Organizational Development for Social Workers

3 Units

Instructor:	Rick Newmyer, MSW		
E-Mail:	newmyer@usc.edu	**Course Day:**	Monday
Telephone:	619.370.1350	**Course Time:**	4:10-7:00 p.m.
Office:	TBA	**Course Location:**	MRF 303
Office Hours:	Monday 3:00-4:00 p.m.		

I. COURSE PREREQUISITES:

SOWK 506, SOWK 536, SOWK 544, AND SOWK 546

II. CATALOGUE DESCRIPTION

Methods and principles of management focusing on health and human service organizations, including strategic management, financial analysis, and innovative project development in social work.

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. Students will be attending a two-day Immersion Workshop to receive instruction on evidence-based macro social work practice, best practices in managing change, and using research for planning social work practice interventions. Building on the content of the first semester, this course links horizontally with the SOWK 629 (Evaluation & 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 health and social services can be provided justly, efficiently, and effectively. Topics to be covered include: evidence-based social work practices, management and organizational practice, finance, diversity issues in resource development, and managing change and designing services in complex settings.

IV. COURSE OBJECTIVES

The Management and Organizational Development in Social Work 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: Analytical skills to assess organizations, including conducting financial analysis, understanding organizational culture and informing strategic management approaches.
3	Demonstrate critical analysis of multi-system collaboration 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	Analyze the external and internal forces that drive organizations to change, examine impediments to change, and survey a range of approaches for making organizational change more effective.
5	Provide the theoretical foundation needed for students to develop core knowledge of management and organizational theory. Demonstrate major management competencies to improve organizational development. Provide students with commonly applied theories utilized in the field of social work.
6	Develop students' understanding of organizational change processes and provide them with practical skills for effectively managing and responding to change.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

The learning environment will be supported by the University's Blackboard Learning Management System. It will facilitate student learning, communication and interaction, as well as access to instructor.

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior*
2	Engage in Diversity and Difference in Practice*
3	Advance Human Rights and Social, Economic, and Environmental Justice
4	Engage in Practice-informed Research and Research-informed Practice*
5	Engage in Policy Practice*
6	Engage with Individuals, Families, Groups, Organizations, and Communities*
7	Assess Individuals, Families, Groups, Organizations, and Communities
8	Intervene with Individuals, Families, Groups, Organizations, and Communities
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
Competency 1: Demonstrate Ethical and Professional Behavior Social workers understand how the value base of the profession and its ethical standards, as well as relevant policies and regulations, may impact practice in community, organization, and business environments. Social workers apply their understanding of ethical decision-making and principles of critical thinking to workplace, community and organizational settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences, affective reactions, and biases influence their professional judgment and behavior. Social workers understand social work roles and the roles of other professionals involved in community, organizational, and business	**1.** Create a learning environment that provides opportunities to increase awareness of how scientific research and social work practice are interdependent and serve as a basis for enhancing students' professional identity as social workers. **2.** Provide instruction in the practices of professional social work, basic research methods and data analysis in order to prepare students to conduct an organization data analysis, needs assessment, and program evaluation.	**1a.** Understand ethical harm and risks inherent in practice (including decision-making and conflicting values), and use this knowledge to manage personal values and maintain professionalism in practice situations.	Cognitive and Affective Processes	**Week 1:** Research & Evaluation for Social Workers **Week 2:** Building on the Science of Social Work Research **Assignments 1:** Analysis of Evaluation Study **Assignment 2:** Organizational Data Analysis **Assignment 3:** Process or Outcome Evaluation Plan

environments. Social workers use collaboration and advocacy skills to have a positive impact in a variety of contexts. Social workers recognize the importance of life-long learning and continual updating of knowledge and skills for effective and responsible practice. Social workers incorporate ethical approaches to the use of technology in meeting the needs of their clients in communities, organizations, and business environments. Social workers understand that work within complex systems can generate conflicting priorities and ambiguities that require professional value-based judgments.				

Competency	Objectives	Behaviors	Dimensions	Content
Competency 2: Engage Diversity and Difference in Practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to identity formation across one's life span and in a variety of settings. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and perspectives, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand how life experiences arising from oppression, poverty, marginalization, or privilege and power, can affect community and organizational culture and well-being. Social workers recognize the extent to which	**5.** Prepare students to engage in the process of evidence-informed decision-making to enhance the effectiveness of their social work practice. This includes the identification and critical evaluation of assessments, conceptual frameworks and evidence-based interventions. Emphasis will be placed on context and diversity, as well as ethical and political considerations of how research evidence is developed and may affect decision-making.	**2a.** Understand the importance of diversity and difference in shaping one's own and others' life experiences and biases and their possible impact on practice across micro, mezzo, and macro levels, occurring in communities and organizations and business environments.	Cognitive and Affective Processes	**Week 5:** Trends and Innovations in Data Driven Decision Making **Assignment 2:** Organizational Data Analysis

social structures, values and cultural systems, including those within communities, organizations, and businesses, may oppress, marginalize, alienate, exclude, or create or enhance privilege and power in arenas of intervention.	

Competency	Objectives	Behaviors	Dimensions	Content
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of practice with, and on behalf of, diverse communities, their constituencies, and the organizations that serve them. Social workers understand and utilize varied strategies to facilitate engagement with individuals, groups, organizations, institutions, and communities. Social workers	**3.** Prepare students to critically assess the quality and utility of evidenced-based practices.	**6b.** Use reflection to enhance the use of interpersonal skills in engaging diverse clients across systems levels to develop a mutually agreed upon focus of work and desired outcomes.	Cognitive and Affective Processes	**Week 3:** Types of Evaluations **Week 6:** Obtaining New Data: Survey Development **Assignment 3.** Process or Outcome Evaluation Plan

understand that their personal experiences, affective reactions, and biases may have an impact on their ability to effectively engage with diverse individuals, groups and communities. Social workers understand the role of relationship-building and inter-professional collaboration in facilitating engagement with individuals, groups, organizations, institutions, communities and other professionals, as appropriate.

Competency	Objectives	Behaviors	Dimensions	Content
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse communities, organizations, and businesses. Social workers understand	3. Prepare students to critically assess the quality and utility of evidenced-based practices. 4. Emphasize the utilization of publicly available databases so that students are able to access basic research evidence to inform practice-based questions and communicate this information to orgainzational leaders and key stakeholders	**7b.** Based upon knowledge of human and organizational behaviors, develop mutually agreed-upon intervention goals and objectives.	Skills	**Week 11:** Using Data for Capacity Building Needs and Services **Week 12:** Knowledge Transfer in Social Work **Assignment 3:** Process or Outcome Evaluation Plan

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and utilize theoretical and culturally relevant frameworks in the assessment of diverse community, organization, and business environments. Social workers recognize and value the importance of inter-professional collaboration in this process. Social workers are mindful of how their personal experiences, affective reactions, and biases may affect their assessment and decision-making.

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5. Prepare students to engage in the process of evidence-informed decision-making to enhance the effectiveness of their social work practice. This includes the identification and critical evaluation of assessments, conceptual frameworks and evidence-based interventions. Emphasis will be placed on context and diversity, as well as ethical and political considerations of how research evidence is developed and may affect decision-making.

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Competency	Objectives	Behaviors	Dimensions	Content
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, groups, communities and organizations locally and globally. Social workers recognize the importance of evaluating processes and outcomes to advance practice,	3. Prepare students to critically assess the quality and utility of evidenced-based practices. **4.** Emphasize the utilization of publicly available databases so that students are able to access basic research evidence to inform practice-based questions and communicate this information to orgainzational leaders and key stakeholders **5.** Prepare students to engage in the process of evidence-informed decision-making to enhance the effectiveness of their	**9a.** Apply critical thinking to design a systematic process of collecting useful, ethical, culturally sensitive, valid and reliable data about programs and outcomes that aid in case level and program level decision making.	Cognitive and Affective Processes	**Week 9:** Designing a Process Evaluation Plan **Week 10:** Designing an Outcome Evaluation Plan **Weekss 14 -15:** Team Presentations **Assignment 3:** Team & Agency Presentations

policy, and service delivery systems, as well as to inform their decision-making. Social workers use their knowledge of qualitative and quantitative methods to evaluate programs in community, organization, and business environments.	social work practice. This includes the identification and critical evaluation of assessments, conceptual frameworks and evidence-based interventions. Emphasis will be placed on context and diversity, as well as ethical and political considerations of how research evidence is developed and may affect decision-making			

The National Network of Social Work Managers Competencies:
https://socialworkmanager.org/standards-and-certification/competensies/

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% Of Final Grade
Assignment 1: Organizational Description	Week 5	20%
Assignment 2: Program Analysis	Week 7	25%
Assignment 3: Resource Management Exercise	Week 12	25%
Assignment 4: Team Presentations	Weeks 14 &15	20%
Meaningful Class Participation	Ongoing	10%

Assignment 1: Organizational Description Paper (20% of Course Grade)

Students will be asked to complete an organizational description that includes: corporate authority and mission, overview of programs, organizational structure & management and leadership style, adequacy of technology and resources, and a conceptual discussion of change in the organization. Drawing from primary and secondary sources, the 3-5 page paper should include:
- Agency history (how it was formed, when)
- Vision and mission
- Description of main departments
- Description of main activities
- Size, in terms of # of staff, main positions (e.g. 3 directors, 10 supervisors, 20 counselors, etc)

Due: Unit 4

Assignment 2: Program Analysis- in class exercises (25% of Course Grade)

Students will build on the Strategic Management Intensive by creating a program analysis (based on the program that you are conducting your evaluation on). The program analysis should include:

- SWOT Analysis. Using their program of focus for their semester long project, students will be asked to complete a SWOT analysis during the Strategic Management Intensive. [5% of grade]
- Strategic Planning
  - Describe the most significant challenge that the organization has faced in the past 5 years
  - How did this challenge impact the organization, in terms of funding, regulation, human resources, services?
  - Did any strategic planning take place? If so, to what extent did the organization develop and implement their strategic plan?
  - What or to whom does the organization attribute the successful response to address changes and lead positive organizational change?
  - Is there a particular management philosophy to lead positive change?

- Analysis
  - Evaluate the information that you have described in the first two parts (description and strategic planning).
  - Organizational strengths and weaknesses that your group has observed.
  - How in line are the programs and services offered with the mission and vision of the organization?

Due: Unit 7

Assignment 3: Resource Management Exercises (25% of Course Grade)

During the second module of the course (Resource Management), students will be asked to complete in class and take home exercises that focus on refining their practical analytical skills. The following exercises will be introduced to demonstrate and concretize course material:

- Units 5, 6, 8, 9: Financial Analysis of an agency program. Using their program of focus for their semester long project, students will be asked to complete a financial analysis. The financial analysis will include examining current financial statements, discussion of financial health of agency or program (based on financial ratios), and forecasting of current trends. Financial analysis should also include the position of the targeted program within the overall budget and development planning. A financial analysis competency take home exam will be administered and completed individually. [25% of grade]

Due: Unit 10

Assignment 4: Team Presentation (20% of Course Grade)

Students will be asked to present their evaluation plan (including data collection efforts, findings, and recommendations) and organizational assessment (from SOWK 629) to the partner organization. The audience for the presentation will be decided by the partner organization and may include but are not limited to: Administrators, Board of Directors, Managers, Program Coordinators, and/or Community Members. Presentations will be evaluated on level of professionalism, clarity, impact, and insights.

Due: Week 14 & 15.

Meaningful Class Participation (10% of Course Grade)

Students are expected to come to class prepared, contribute to the development of a positive learning environment, and demonstrate their learning through written and oral assignments and through active, oral class participation. Contributions should consist of meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class.

Students are also expected to complete assignments on or before the due date and notify the instructor if they are having difficulty comprehending the course material or keeping up with the assignments. Failure to meet these expectations will result in the reduction of grades.

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 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the School of Social Work, grades are determined in each class based on the following standards, which have been established by the faculty of the School:

Grades of A or A- are reserved for student work which not only demonstrates very good 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 her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have demonstrated by the student.

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

A grade of B is given to student work, which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

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

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

Grades between C- and F denotes a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

This course requires two text to address the breadth of content covered and promotes the integration of knowledge gained from courses completed during graduate training. This course also recommends the use of texts that have been used in previous courses.

Required Textbooks

Dawson, P. and Andriopoulos, C. (2014). *Managing change, creativity, & innovation*. Thousand Oaks, California: Sage Publications.

Lewis, J. A., Packard, T., & Lewis, M. D. (2011). *Management of human service programs* (5th ed.). USA: Thomson Brooks/Cole.

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

Course Readings: Available on ARES under Dr. Annalisa Enrile's name.

Recommended Guidebook for APA Style Formatting

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

Szuchman, L. T., & Thomlison, B. (2007). *Writing with style: APA style for social work* (3rd 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/

Network for Social Work Managers
https://socialworkmanager.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.

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

Course Overview

Week	Topics	Assignments
	MODULE 1: ANALYTICAL FRAMEWORK	
1	• Organizational Development • What is organization development? • Planned change • Participation of change agent • Emphasis of intervention • Reframing organizations	
2	• Organizational Theories • Bureaucracy (Weber; Rogers) • Management by Objectives (Drucker) • Open systems (Katz & Kahn) • Organizational learning (Argyris & Schön; Senge) • Evidence-based management (Rosseau; Pfeffer & Sutton)	
3	• Organizational Culture (Schein, Cross, Weick, & Morgan) • Competing Values Framework (Cameron & Quinn) • Diversity in organization (Brazell; Cross; Mor Barak) • Organization Effectiveness: Pursuing Excellence (Peters & Waterman) • Sense-Making (Karl Weick) • Practice with communities, organizations, and businesses: Social Work for the 21st Century • Cross System Collaboration (service delivery systems; also look at multi-layered systems) • Social Work Management Competencies • 4 Domains of Competency: ▪ Executive Management ▪ Resource Management ▪ Strategic Management • Community Collaboration	
4	Teamwork	

Week	Topics	Assignments
	MODULE 2: RESOURCE MANAGEMENT	
5	Strategic Management Intensive (3 hours)	
6	• Review of Financial Management • Financial Analysis • Ratios • Presenting findings	
7	• Financial Management • Budgeting	
8	• Forecasting and Trend Analysis • Forecasting rules of thumb • Trend analysis • Comparative advantage	
9	• Fund Development	
	MODULE 3: MANAGING ORGANIZATIONAL CHANGE	
10	• Managing Change • Theoretical frames of change • Strategic Dilemmas • Foundation for planned approaches to change • Reasons for change: context, drivers, and choices	
11	• Managing Change • Resistance and change • Role of communication • Framing processes of change • Political process and change management • Motivation for change	
	MODULE 4: MANAGING INNOVATION	
12	• Innovation • The "myth" of creativity • Theories and models of creativity • Innovation: closed and open process models • Disruptive Innovation • Enabling creative process at work	

Week	Topics	Assignments
13	• Innovation	
	• Blueprints for change	
	• Development challenges	
	• Production and prototyping	
	• Challenges and strategies	
14	• Messaging and Communication	
	• Correspondence and briefings	
	• Oral and written presentations	
	• Public speaking (representation and advocacy)	
	• Social media	
15	• Presentations	

Course Schedule—Detailed Description

Unit 1: Organizational Development

- What is Organizational Development (OD)?
    - Planned change
    - Participation of change agent
    - Emphasis of intervention
    - Reframing organizations

Required Resources
Read:

Essentials Board (October 2012). Creating organizational learning and change using Bolman's & Deal's Four Frames of Organizations. AFE Essentials, pp 1-9.

Flamhotz, E.G. & Randle, Y. (March 2007) Successful organization development and growing pains. Management Online Review, pp. 1-7.

Freedman, A.M. (2011) Using action learning for organizational development and change. OD Practitioner, 43 (2), 7-13.

Watch:
https://youtu.be/0TJpGIbei0s
https://youtu.be/Dqza5Uo1cFE

Explore:
http://www.odnetwork.org/
http://www.toolpack.com/a/organizational-development.html

Unit 2: Organizational Theories

- Organizational Theories
    - Bureaucracy (Weber; Rogers)
    - Management by Objectives (Drucker)
    - Open systems (Katz & Kahn)
    - Organizational learning (Argyris & Schön; Senge)
    - Evidence-based management (Rosseau; Pfeffer & Sutton)

Required Resources

Read:

Hasenfeld, Y. (2010). Theoretical approaches to human services organizations. In Hasenfeld, Y., *Human Services as Complex Organizations* (2nd ed., pp. 33-58). Thousand Oaks, CA: Sage Publications.

Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Applying organizational theories. In *Management of human service programs* (pp. 78-98). USA: Thomson Brooks/Cole.

Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Creating organizational designs. In *Management of human service programs* (pp. 101-116). USA: Thomson Brooks/Cole.

Explore:

http://www.bloomberg.com/bw/magazine/content/09_33/b4143068890733.htm

http://www.theworldin.com/editors-picks

Unit 3:   Organizational Culture

- Organizational Theories
  - Competing Values Framework
  - Diversity in Organization
  - Organization Effectiveness: Pursuing Excellence
  - Sense-Making
- Practice with communities, organizations, and businesses: Social Work for the 21st Century
- Cross System Collaboration (service delivery systems;   also look at multi-layered systems)
- Social Work Management Competencies
  - 4 Domains of Competency:
    - Executive Leadership
    - Resource Management
    - Strategic Management
    - Community Collaboration

Required Resources

Read:

Briggs, E. H. & McBeath, B. (2009). Evidence-based management: Origins, challenges, and implications for social service administration. *Administration in Social Work, 33* (3), 242-261.

Dahan, N. M., Doh, J. P., Oetzel, J., & Yaziji, M. (2010). Corporate-NGO collaboration: co-creating new business models for developing markets. *Long Range Planning*, *43*(2), 326-342.

Hartnell, C. A., Ou, A. Y., & Kinicki, A. (2011). Organizational culture and organizational effectiveness: a meta-analytic investigation of the competing values framework's theoretical suppositions. *Journal of Applied Psychology*, *96*(4), 677.

Hopkins, K. (2009). Supervision, development, and training for staff and volunteers. In Patti, R. *The handbook of human services management* (2nd ed. pp. 283-294). Thousand Oaks, CA: Sage Publications.

Maitlis, S., & Christianson, M. (2014). Sensemaking in organizations: Taking stock and moving forward. *The Academy of Management Annals*, *8*(1), 57-125.

Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Facing the challenges of management. In *Management of human service programs* (pp. 1-22). USA: Thomson Brooks/Cole.

Watch:
https://www.youtube.com/watch?v=EcHpgsTg458

https://www.youtube.com/watch?v=WDFqEGI4QJ4

https://www.ted.com/talks/ricardo_semler_radical_wisdom_for_a_company_a_school_a_life

https://www.ted.com/talks/mariana_mazzucato_government_investor_risk_taker_innovator

Explore:
http://www.corporateculturepros.com/2013/06/strong-organizational-culture-how-nike-drives-innovation/

https://hbr.org/2013/05/six-components-of-culture

https://socialworkmanager.org/competencies/

https://www.childwelfare.gov/topics/management/practice-improvement/collaboration/?hasBeenRedirected=1

Unit 4: Teamwork and Group Process

Topics

- Group Complexity and stages
- Communication
- Dysfunctions of teams
- Working through team conflict

Required Resources

Read:

Curşeu, P. L., & Pluut, H. (2013). Student groups as learning entities: The effect of group diversity and teamwork quality on groups' cognitive complexity. *Studies in Higher Education*, *38*(1), 87-103.Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Planning and program design. In *Management of human service programs* (pp. 45-77)*.* USA: Thomson Brooks/Cole.

French, K. A., & Kottke, J. L. (2013). Teamwork satisfaction: Exploring the multilevel interaction of teamwork interest and group extraversion. *Active Learning in Higher Education*, 1469787413498034.

Miller, D. L. (2003). The stages of group development: A retrospective study of dynamic team processes. *Canadian Journal of Administrative Sciences/Revue Canadienne des Sciences de   l'Administration*, *20*(2), 121-134.

Watch:
https://www.youtube.com/watch?v=zR5OH5SIR1g

Explore:
http://www.tablegroup.com/books/dysfunctions

Module 2: Resource Management

Unit 5:   Strategic Management Intensive

Topics

- Basic components of strategic planning
- Environmental scanning (SWOT Analysis, Stakeholder Analysis)
- Mission and vision
- Conversion design
- Strategy planning session

Required Resources

Read:

Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Knowing the environment. In *Management of human service programs* (pp. 23-44)*.* USA: Thomson Brooks/Cole.

Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Planning and program design. In *Management of human service programs* (pp. 45-77)*.* USA: Thomson Brooks/Cole.

http://www.ssireview.org/blog/entry/the_strategic_plan_is_dead._long_live_strategy

Watch:

https://hbr.org/video/4013635003001/why-so-few-managers-understand-their-companys-strategy

https://hbr.org/video/2859497681001/setting-your-goals-without-jargon

Unit 6:   Financial Management

Topics

- Importance of financial management
- Concepts, principles, and tools
- Program structures
- Responsibility centers
- Financial statements

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

Required Resources

Read:

Calabrese, T. (2013). Running on empty: The operating reserves of US nonprofit

organizations. *Nonprofit Management and Leadership*, *23*(3), 281-302.

Germak, A. J. (2015). Financial Management. In *Essential Business Skills for Social Work Managers* (pp. 25-48). Taylor & Francis.

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

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

Watch:
https://hbr.org/video/2226587631001/finance-what-managers-need-to-know

Explore:
Worksheets to be handed out by instructor

Unit 7:   Financial Management

Topics

- Accounting vocabulary and tasks
- Budgeting systems
- Budgeting guidelines, priorities, and goals

This Unit relates to course objectives 1, 2, 3, and 4.

Required Resources

Read:
Martin, L. L. (2001). Performance measures. In *Financial management for human service administrator* (pp. 65-75). 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.

Explore:
Worksheets to be handed out by instructor

Unit 8:   Forecasting and Trend Analysis

Topics

- Forecasting rules of thumb
- Trend analysis
- Comparative advantage

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

Required Resources

Read:
Kerlin, J. A., & Pollak, T. H. (2011). Nonprofit Commercial Revenue A Replacement for Declining Government Grants and Private Contributions?. *The American Review of Public Administration*, *41*(6), 686-704.

Martin, L. L. (2001). Forecasting. In *Financial management for human service administrator* (pp. 118-131). Boston, MA: Allyn & Bacon.

Watch:
http://documentarystorm.com/influencers/

Explore:
Worksheets to be handed out by instructor

Unit 9   Fund development

Topics
- Traditional funding sources
- Contracts / grants / public funding
- Fundraising
- Social enterprise
- Mixed methodologies

Required Resources

Read:

Ashley, S. R., & Van Slyke, D. M. (2012). The influence of administrative cost ratios on state government grant allocations to nonprofits. *Public Administration Review*, *72*(s1), S47-S56.

Lynch-Cerullo, K., & Cooney, K. (2011). Moving from outputs to outcomes: A review of the evolution of performance measurement in the human service nonprofit sector. *Administration in Social Work*, *35*(4), 364-388.

Gold, J., Holden, R., Iles, P., Stewart, J., & Beardwell, J. (2013). The Future of Human Resource Development. *Human Resource Development: Theory and Practice*, 413.

Martin, L. L. (2001). Fund development. In *Financial management for human service administrator* (pp.174-186). Boston, MA: Allyn & Bacon.

Watch:
http://www.kiva.org/about

Explore:
https://www.classy.org
http://www.donorschoose.org/blog/2007/08/10/american-express-members-project-update/
http://medicaid.gov/medicaid-chip-program-information/by-topics/delivery-systems/managed-care/managed-care-site.html

Module 3: Managing Organizational Change

Unit 10:   Managing Change

Topics:

- Leading Change
- Internal sources of organizational change
- Restructuring
- Succession planning
- Coping with change
- Change and innovation

Dawson, P. and Andriopoulos, C. (2014). Setting the scene: The changing landscape of business organizations. In *Managing change, creativity, & innovation* (pp. 1-15). Thousand Oaks, California: Sage Publications.

Furman, R. and Gibelman, M. (2013). Internal sources of organizational change. In *Navigating human services organizations* (pp. 191-205). Chicago, Illinois: Lyceum Books, Inc.

Furman, R. and Gibelman, M. (2013). Coping with change. In *Navigating human services organizations* (pp. 206-221). Chicago, Illinois: Lyceum Books, Inc.

Herold, D.M., Fedor, D.B., & Caldwell, S.D. (2007). Beyond change management: A multilevel investigation of contextual and personal influences on employees' commitment to change. *Journal of Applied Psychology. 92*(4), 942–951.

Watch:
https://hbr.org/video/2227114775001/forces-that-shape-new-industries
https://hbr.org/video/2226595886001/the-importance-of-urgency

Explore:
http://monitorinstitute.com
https://hbr.org/2007/01/leading-change-why-transformation-efforts-fail

Unit 11:   Implementing Change

Topics:

- Resistance and change
- Role of Communication
- Framing the processes of change
- Motivation for Change
- Implementing Change

Required Resources

Read:
Dawson, P. and Andriopoulos, C. (2014). Components of change: Choice, communication, and resistance. In *Managing change, creativity, & innovation* (pp. 90-121). Thousand Oaks, California: Sage Publications.

Dawson, P. and Andriopoulos, C. (2014). Process approaches to change and non-linear time. In *Managing change, creativity, & innovation* (pp. 188-223). Thousand Oaks, California: Sage Publications.

Aarons, G. A., Hurlburt, M., & Horwitz, S. M. (2011). Advancing a conceptual model of evidence-based practice implementation in public service sectors. *Administration and Policy in Mental Health and Mental Health Services Research*, *38*, 4–23. doi:10.1007/s10488-010-0327-7

Guerrero, E. G. (2013). Managerial challenges and strategic solutions to implementing organizational change in substance abuse treatment for Latinos. *Administration in Social Work*, *37*, 286–296. doi:10.1080/03643107.2012.686009

Watch:
http://www.fastcompany.com/3041606/how-pencils-of-promise-replaced-nonprofit-with-for-purpose
http://www.fastcompany.com/3041073/coding-lessons-and-hackathons-to-create-a-new-generation-of-more-diverse-tech-company-employ
Explore:
http://cnmsocal.org

<div style="background:red;color:white;text-align:center">**Module 4: Managing Innovation**</div>

<div style="background:red;color:white">**Unit 12:   Innovation**</div>

Topics
- The "myth' of creativity
- Theories and models of creativity
- Innovation: Closed and open process models
- Disruptive Innovation
- Enabling creative process at work

Required Resources

Read:
Dawson, P. and Andriopoulos, C. (2014). The process of change, creativity, and innovation. In *Managing change, creativity, & innovation* (pp. 44-83). Thousand Oaks, California: Sage Publications.

Dawson, P. and Andriopoulos, C. (2014). Culture: enabling and constraining creative processes at work. In *Managing change, creativity, & innovation* (pp. 351-370). Thousand Oaks, California: Sage Publications.

George, G., Howard-Grenville, J., Joshi, A., and Tihanyi, L. (2016). Understanding and tackling societal grand challenges through management research. *Academy of management journal.* Vol. 59, No. 6, p. 1880-1895.

Watch:
http://blog.ted.com/disrupt-the-speakers-in-session-4-at-ted2013/

https://hbr.org/video/3769919760001/managing-the-uncertainty-of-innovation

https://www.youtube.com/watch?v=01Y7qlPFpqw

Explore:
http://www.innosight.com/services-expertise/expertise/disruptive-innovation.cfm

http://www.newyorker.com/magazine/2014/06/23/the-disruption-machine

Unit 13:   Innovation

Topics

- Blueprints for change
- Development challenges
- Production and prototyping
- Challenges and strategies

Required Resources

Read:

Dawson, P. and Andriopoulos, C. (2014). Creative industries, innovative cities, and changing worlds. In *Managing change, creativity, & innovation* (pp. 374-403). Thousand Oaks, California: Sage Publications.

Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Planning and program design. In *Management of human service programs* (pp. 45-77)*.* USA: Thomson Brooks/Cole.

Recommended Readings

"Managing Creativity and Innovation", Harvard Business Essentials

"The Design of Business", by Roger Martin

"The Manager's Guide to Fostering Innovation and Creativity in Teams",by Charles Prather

Klein KJ, Sorra JS. (1996). The challenge of innovation implementation. Academy of Management Review, 21:1055-1080.

Watch:
https://storycorps.me/organizations/maya-design/

https://hbr.org/video/2226539846001/innovating-by-making-the-world-a-better-place

http://www.fastcompany.com/3042888/how-a-15-year-old-ceo-is-bringing-eyesight-to-those-in-need

Explore:
http://www.fastcompany.com

https://www.gv.com

Unit 14:   Communication and Presentation

Note: Coaching/Rehearsals for student groups for agency presentations.
Instructor will review agency board presentation drafts by student groups.

Topics
- Correspondence and briefings
- Oral and written presentations
- Public speaking (representation and advocacy)
- Presentation Evaluation
- Course Evaluation and Feedback

Note: all agency presentations should be completed by this session. Students should be prepared to discuss presentation evaluations.

Required Resources

Read:

Germak, A. J. (2015). Marketing, sales, and communication. In *Essential Business Skills for Social Work Managers* (pp. 79-102). Taylor & Francis.

Whetten, D. and Cameron, K. (2011). Specific communication skills. In *Developing management skills* (pp. 591-618 and 651-672). New Jersey: Prentice Hall.

Warner, T., Abel, A., & Hachtmann, F. (2014). Empowered and engaged: Exploring social media best practices for nonprofits. *Journal of Digital & Social Media Marketing*, *1*(4), 391-403.

Watch:
https://www.youtube.com/watch?v=1IegNY-rq30
https://www.youtube.com/watch?v=CWry8xRTwpo

Explore:
http://www.advocoach.net
http://www.authenticleadershipalliance.com

Unit 15:   Course Presentations and Evaluation

Topics
- Assessment of Agency Presentations
- Self-Reflection and Evaluation
- Evaluation of Course

University Policies and Guidelines

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 CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

XI. SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. The *Office of*

Disability Services and Programs
http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides
certification for students with disabilities and helps arrange the relevant
accommodations. If an officially declared emergency makes travel to campus
infeasible, *USC Emergency Information* *http://emergency.usc.edu/*will provide safety
and other updates, including ways in which instruction will be continued by
means of blackboard, teleconferencing, and other technology.

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	
City Center	Front of Building (12th & Olive)	**Orange County**	Faculty Parking Lot
MRF	Lot B		
SWC	Lot B		
VKC	McCarthy Quad		
WPH	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 initiated by the student and agreed
upon by 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 well-being 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 Renee Smith-Maddox, course lead and COBI vice chair of curriculum, at smithmad@usc.edu or Leslie Wind, Chair, MSW Program and Associate Dean of Learning Excellence at wind@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor. If you are a VAC student, contact June Wiley, Director of the Virtual Academic Center, at 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.

Don't procrastinate or postpone working on assignments.