USC Suzanne Dworak-Peck
School of Social Work

Social Work 704

Managing Innovation and Change

3 Units

Summer 2017

Instructor: Cassandra Fatouros, LCSW, MBA
E-Mail: fatouros@usc.edu **Course Day:** Tuesday
Telephone: (202) 202-494-4972 **Course Time:** 5:00-7:00 pm (Pacific Time)
Office: VAC **Location** VAC
Office Hours: By appointment

I. COURSE PREREQUISITES

Acceptance to the doctorate in social work program.

II. CATALOGUE DESCRIPTION

Doctoral students will be introduced to discipline specific and interdisciplinary ideas and approaches for innovation and change as they address the Grand Challenges for social work. Students will leave the course being able to respond to the fast-paced and changing organizational environment equipped with a skill set that supports new strategies and approaches for targeting "wicked problems" and managing change.

III. COURSE DESCRIPTION

As social systems quickly evolve, social workers need to learn the skills and strategies to manage both change and innovation. This means they need to develop the intellectual practice of scanning the outside world, absorbing what others are saying about shifts and trends, applying the lenses that social work provides, and ultimately bringing new perspectives. This unique course explores the nature of innovation, unplanned change, conflict, and collaboration during times of uncertainty and how they impact social services and their clients. The course will explore a wide array of techniques and tools to move these ideas into action. Students will be involved in the constant framing and reframing of problems as they strive to find innovative solutions to "wicked problems" embedded within the Grand Challenges.

IV.   COURSE OBJECTIVES

At the conclusion of this course, students will:

1. Demonstrate an awareness of how changes in the global macro system are relevant to social services management and leadership.
2. Develop new ideas for addressing the Grand Challenges and "wicked problems."
3. Attach environmental context to perspectives on management and employ environmental scanning and searching literature as a management practice.
4. Understand that innovations are disruptive, and prepare for that disruption.
5. Develop an emerging skill set for creating and managing changes in communities and organizations.
6. Become leaders who can adapt, teach others to, and respond to the rapidly changing environments.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

This doctoral course will employ lectures, interactive discussions, experiential exercises, videos, presentations, public speaking, and guest lectures from experts across a wide variety of leadership positions. Individual and group in-class activities will be used to provide application of content, theories, and concepts.

The course will be taught from the perspective that doctoral students will be engaged throughout their professional lives in innovation and change as they strive to influence social and organizational contexts. Appearances of guest experts, lectures, discussions, and activities highlight interdisciplinary perspectives. The intent is to extend, provide insight, employ actual examples, and generate innovative ideas from guest experts and students' experiences.

VI.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	Points
Assignment 1: Review of Grand Challenge Paper	Week 3	10%
Assignment 2: Group Project Preparation	Beginning in	10%
Weekly reflection paper beginning in Week 4	Week 4	
Assignment 3: Group Presentation and Paper	Presentations take place during Weeks 7 & 8	20%
Assignment 4: Draft of Final Paper (Sections 1 & 2)	Draft due Week 11	20%
Assignment 5: Final Paper	Due Week 15	40%

Each of the major assignments is described below.

Assignment 1: REVIEW OF GRAND CHALLENGE PAPER: Students will develop a 2-3 page paper identifying a particular element of a Grand Challenge that they plan to address in this class. Sub-heads for the brief paper include: 1) Summary of the Challenge; 2) Trends that have contributed to the development of problems embedded in the Challenge; 3) Intractable ("wicked") problem, related to the Challenge, that will be examined in the final paper. **This assignment isworth 10% of the grade.**

Assignment 2: DESIGN THINKING: GROUP PROJECT PLANNING AND PROCESS

Beginning in week 3, teams will meet in break-out sessions to plan for Assignment 3 (below). One **"reflection paper"** per team will be submitted in weeks 4, 5, 6. A final reflection paper will be submitted following the team presentations. **In total, this assignment is worth 10% of the grade.**

Assignment 3: DESIGN THINKING: TEAM PRESENTATIONS This is a team-based project that focuses on trends, societal shifts, and/or the Grand Challenges as an exercise in *understanding* intractable/"wicked" social problems. Students will be graded on their ability to: 1) identify new emerging societal forces or shifts (linked to one of the Grand Challenges) that have major impact on social work and social services in the next twenty years; 2) discuss concepts that contribute to the problem; 3) provide data on the incidence and prevalence of the problem; 3) and demonstrate a process that employs multiple ways of thinking i.e. vertical/lateral; design thinking; entrepreneurial resource leveraging.

This assignment will be assessed in terms adherence to the guidelines and of the students' use of current and "classic" scholarly literature from social work and other relevant disciplines. The final presentation, as described above, will take place in Weeks 7-8. Requirements for the presentation include: 1) adherence to assignment guidelines (above); 2) a hand-out that includes an outline and reference list that includes research from social work literature as well as interdisciplinary literature; 3) a compelling visual presentation element; and 4) a presentation style that reflects skills of engagement, professionalism, and knowledge. Presentations should be approximately 20 minutes in length. Presentations will be followed by QA and discussion. **This assignment is worth 20% of the grade.**

Assignment 4: DRAFT OF FINAL PAPER (For submission and review). This is an individual assignment. Each student will produce a 9-10 page paper that provides an interdisciplinary perspective on the development and current state of a specific intractable or "wicked problem." Specifically, the student will: 1) Provide: 1) an introduction to the problem that reflects the nature, seriousness, and consequences of the problem. Data on incidence and prevalence should be included (1 page); 2) a scholarly literature review that provides an interdisciplinary perspective, theoretical framework, and critical assessment of the problem (5 pages); and 3) a description of two current attempts to address this intractable problem (via policy, program and/or research). This section should reflect literature, research, and promising practices. (4 pages). **This draft should be "polished." Please have it reviewed and edited before submission. This assignment is worth 20% of the grade.**

Assignment 5: FINAL PAPER

This is an individual assignment. Each student will produce an 18- 20, page paper (including reference pages) that provides an interdisciplinary perspective on the development and current state of a specific intractable problem aligned with a particular Grand Challenge.   The paper should reflect both the scientific method (vertical thinking) and the creative process (lateral thinking).

Specifically, the student will:
1) Provide an introduction to the problem that includes current data reflecting incidence and prevalence of the problem and a scholarly literature review that includes an interdisciplinary perspective, theoretical framework, and critical assessment of the problem. In terms of format and writing style, this should be written in the tone and style of a journal article (5 pages). (25%)
2) Describe two current attempts to address this intractable problem (via policy, program and/or research). This section should reflect literature, research, and promising practices (4 pages). (20%)
3) Building on this, suggest a prototype (within an organizational setting) for addressing this "wicked" problem. Demonstrate how your prototype is "new" and builds on what has come before (4 pages). (20%)
4) Generate a list of potential collaborators. Discuss how your understanding of generational differences, social justice, and diversity will minimize unhealthy conflicts and guide your work with your partners (2 pages). (10%)
5) Provide a summary and conclusion (1/2 page) (5%)
6) References (20-30) in APA format (2-4 pages) (10%)
7) Writing expectations must meet the standards for a doctoral program. The paper should be a quality, proofed document that complies with expectations for publication. The paper must be organized per APA style (10%).

The polished draft, of the problem identification and literature review sections, submitted in Week 11 for review and feedback, should be revised per instructor comments.

This is a scholarly paper. Your ideas must be supported by the literature. Your references must be cited throughout the paper per APA style. This paper will provide a springboard for your Capstone Project.

Class grades will be based on the following:

4 point scale		100 point scale	
3.85 – 4.00	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+

4 point scale		100 point scale	
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

VII.   RECOMMENDED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks:

Coates, T. (2015). *Between the world and me*. NY: Spiegel & Grau.

Dawson, P. & Andriopolous, C. (2014). *Managing change, creativity, and innovation (Second edition)*. SAGE. (with companion website: https://study.sagepub.com/managing-change-creativity-and-innovation/student-resources/creative-industries-innovative-cities

Schwartz, B. (2012). *Rippling: How social entrepreneurs spread innovation throughout the world*. San Francisco: Jossey-Bass.

Seelig, T. (2012). *inGenius: A crash course on creativity*. New York: Harper Collins.

Taleb, N. N. (2010). *The black swan: The impact of the highly improbable*. New York: Random House.

Recommended Textbooks:

Christiansen, C. (1999). The innovator's dilemma. Boston: Harvard Business School Publishing.

Christiansen, C. & Raynor, M.E (2003). *The innovator's solution: Creating and sustaining successful growth*. Boston: Harvard Business School Publishing.

Drucker, P. F. (1993). *Innovation and entrepreneurship*. New York: Harper.

Dyer,j. Gregersen, H., & C.M. Christensen (2011). The Innovator's DNA - Mastering the Five Skills of Disruptive Innovators,' Boston: Harvard Business School Publishing.

Elkington, J., & Hartigan, P. (2013). *The power of unreasonable people: How social entrepreneurs create markets that change the world*. Watertown: Harvard Business Press.

Finkler, S. A., Purtell, R., Calabrese, T. D., and Smith, D. L. (2013) Financial Management for Public, Health, and Not-for-Profit Organizations (4th ed). Prentice Hall (Pearson): Upper Saddle River, New Jersey.

Goldsmint, S. (2010). *The power of social innovation: How civic entrepreneurs ignite community networks for good*. San Francisco: Jossey-Bass.

Smith, R. (2007) *The 7 levels of change: Different thinking for different results (Third edition)*. Reading: Tapestry Press.

O'Sullivan, D. & Dooley, L. (2009). *Applying innovation*. Thousand Oaks: Sage Publications, Inc.

Taleb, N. (2012). *Antifragile: Things that gain from disorder*, NY: Random House.

Tropman, J. E. (1998) *The management of ideas in the creating organization*. Westport Connecticut: Quorum Books.

Toyama, K (2015). Geek heresy: rescuing social change from the cult of technology, NY: PublicAffairs.

Worth, M.J. (2014). *Nonprofit Management: Principles and Practice, 3rd edition,* Sage Press.

Note: **A subscription to the NY Times is required for this course. Additional required and recommended readings may be assigned by the instructor throughout the course.**

On Reserve

All additional required readings that are not in the above required texts are available online through electronic reserve (ARES). The textbooks have also been placed on reserve at Leavey Library.

Brief Course Overview

Unit	Topics	Assignments
1	Managing and creating planned change in light of tectonic shifts	
2	Innovation and change: Addressing shifts, Grand Challenges, and intractable problems	
3	Theories of change	*
4	Thinking critically about social innovation	*
5	The process of social innovation	*
6	Leveraging social innovation	*
7	Team presentations	*
8	Team presentations (con't); The three traditional domains	
9	Consolidation and continuity in turbulent times	
10	Culture of collaboration and mutual responsibility	
11	Culture of conflict	*
12	Diversity	
13	Diversity between generations	
14	Student Presentations and Interactive Class Feedback	*
15	Student Presentations and Interactive Class Feedback	*
	STUDY DAYS / NO CLASSES	
	FINALS WEEK	

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Course Overview

Course Schedule—Detailed Description

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Unit 1: Managing and creating planned change in light of tectonic shifts

Topics
- Overview of concepts: Change, creativity, and innovation
- Interdisciplinary perspectives: Innovations and shifts that are changing the world
- Impact of said changes on current and future social work practice
- Exemplars: Apple computers; CNN; Starbucks, Substance abuse.

Required Reading:

Dawson, P. & Andriopolous, C. (2014). *Managing change, creativity, and innovation (Second edition)*. SAGE. Part One: Chapters 1-3 (pp. 1-88).

Schwartz, Beverly (2012). *Rippling: How social entrepreneurs spread innovation throughout the world*. San Francisco: Jossey-Bass. Forward-Introduction (pp. xi-16).

Recommended Readings

Kuhn, T.S. (1962). The Structure of Scientific Revolutions. University of Chicago Press

Unit 2: Innovation and change: Addressing shifts, Grand Challenges, and intractable problems

Topics:
- Intractable, "wicked" social problems
- Recognizing and responding to the societal shifts and/or the Grand Challenges for Social Work.
- Re-imagining solutions

Required Readings:

Taleb, N. N. (2010). *The Black Swan: Second Edition: The Impact of the Highly Improbable*, Prologue, pp. xxi-xxxii and Part One (pp.1-133).

Grand Challenges for Social Work: http://aaswsw.org/grand-challenges-initiative/

12 Challenges
- Ensure healthy development for all youth
- Close the health gap
- Stop family violence
- Advance long and productive lives
- Eradicate social isolation
- End homelessness
- Create social responses to a changing environment
- Harness technology for social good

- [Promote smart decarceration](#)
- [Reduce extreme economic inequality](#)
- [Build financial capability for all](#)
- [Achieve equal opportunity and justice](#)

Unit 3: Theories of change

Topics
- Review of systems theory
- Review of conflict theories
- Emerging theory: Disruptive innovation theory
- "Black Swan" events

Required Readings

Christensen, C.M. & Carlile, P.R. (2009). Course Research: Using the Case Method To Build and Teach Management Theory, doi: 10.5465/AMLE.2009.41788846ACAD MANAG LEARN EDU, vol. 8 no. 2 240-251.

Charles, K. & Dawson, P. (2011) Dispersed change agencies and the improvisation of strategies during processes of change. *Journal of Change Management, 11 (3) 329-51.*

Goldstein, E. (2015). The Undoing of Disruption - *The Chronicle Review, The Chronicle of Higher Education.* http://chronicle.com/article/The-Undoing-of-Disruption/233101/

Unit 4: Thinking critically about social innovation

Topics

- Certainty, uncertainty, ambiguity and the iterative change process
- Creative thinking methods (e.g. "Six Thinking Hats")
- Inductive and deductive approaches
- Comparing vertical thinking to lateral thinking

Required Readings

Ford, J.D., Ford, L.W. & D'Amelio, M. (2012) Qualitative challenges for complexifying organizational change research: Context, voice, and time. *Journal of Applied Behavioral Science 48:*2 121-134.

Schwartz, Beverly (2012). Part One: Restructuring institutional norms (pp. 18-63) *Rippling:How social entrepreneurs spread innovation throughout the world.* San Francisco: Jossey-Bass.

Recommended Readings

Gehani, R. (2011). Individual creativity and the influence of mindful leaders on enterprise innovation. *Journal of technology management & innovation*, *6*(3), 82-92.

Rosenbaum, M. S., Corus, C., Ostrom, A. L., Anderson, L., Fisk, R. P., Gallan, A. S., & Williams, J. D. (2011). Conceptualization and aspirations of transformative service research. *Journal of Research for Consumers*, *19*, 1-6.

Unit 5   The process of social innovation

Topics

- From inception to impact
- Sustainability vs. disruption
- Framing/reframing
- Imagining solutions

Required readings
- Broaddus, M.R., & Dickson-Gomez, J. (2013). Text messaging for Sexual Communication and Safety Among African American Young Adults. *Qual Health Res. 23(10),* 1344–1353.
- Seelig, Tina (2012). *inGenius: A crash course on creativity.* New York: Harper Collins.

Unit 6 Leveraging social innovation

Topics
- Traditional social change models: Community organizing and community development
- Civic and social entrepreneurship.
- Social media and innovation-forecasting
- Data driven and consumer-driven change

Required readings
- Nandan, M., & Scott, P. A. (2013). Social entrepreneurship and social work: The need for a transdisciplinary educational model. *Administration in Social Work,37* (3), 257-271.
- Schwartz, Beverly (2012). *Rippling: How social entrepreneurs spread innovation throughout the world.* San Francisco: Jossey-Bass. Part Three (pp.104-155) & Part Four (pp. 156-199).**
**Students will be assigned chapters for class presentation.

Recommended Reading
- Constantino, R., Wu, L., de la Cruz, D., Burroughs, J., Hwang, J.G., Henderson, A., Braxter, B. (2014). Exploring the Feasibility of Text Messaging Intervention in Intimate Partner Violence. *Open Journal of Nursing 4,* 528-537, Published Online June 2014 in SciRes. http://www.scirp.org/journal/ojn http://dx.doi.org/10.4236/ojn.2014.47056
- Lefebvre, R. C. (2012). Transformative social marketing: co-creating the social marketing discipline and brand. *Journal of Social Marketing*, *2*(2), 118-129.

Unit 7: Team Presentations

Topics
- Researching emerging societal forces
- Building linkages to interdisciplinary perspectives (using scholarly literature and practical experiences)
- Leading class discussions

Required readings
TBA

Unit 8: Team presentations (con't)

The three traditional domains for addressing US societal needs

Topics

- Public
- Private, non-profit
- Private, for-profit
- Hybrid organizations as the wave of the future?

Required readings

Rainey, H.G., & Bozeman, B. (2006). Comparing public and private organizations: Empirical research and the power of the a priori. *Journal of Public Administration Research and Theory, 10,* 447-470. Yale University Press.

Seal, K. (2014). Executive level management in nonprofit organizations. In K. Seal & V. Murray (Eds.) The Management of nonprofit and charitable organizations in Canada, (3rd ed.) (Chapter 4). LexisNexis: Canada.

Unit 9 Consolidation and continuity in turbulent times

Topics

- Creating new perspectives and solutions to "wicked problems"
- Sustaining and building on "what works"
- Unexpected change and unintended consequences

Required readings

Calhoun, A., Mainor, A., Moreland-Russell, Maier, R.C., Brossart, L., Luke, D.A. (2014). Using the program sustainability assessment tool to assess and plan for sustainability. *Prev Chron Dis, 11:130185.* DOI: http://dx.doi.org/10.5888/pcd11.130185.

Chambers, D.A., Glasgow, R.E., Stange, K.C. (2013). The dynamic sustainability framework: addressing the paradox of sustainment and ongoing change. *Implementation Science,* 8:117. https://implementationscience.biomedcentral.com/articles/10.1186/1748-5908-8-117

Stirman, S.W., Kimberly, J., Cook, N., Calloway, A., Castro, F., Charns, M. (2012). The sustainability of new programs and innovations: a review of the empirical literature and recommendations for future research. *Implementation Science, 7(17), 1-19.*

Recommended reading

Srivastva, S., & Fry, R. E. (2010). Executive and organizational continuity: Managing the paradoxes of stability and change. San Francisco: Jossey Bass.

Unit 10 Culture of collaboration and mutual responsibility

Topics

- Creating a culture in which each employee is a partner for change

- Collaborating for best interest of the social service agency is a challenge for all managers.
- Forming a culture of inter-structural collaboration: partnerships
- Avoiding cliques and niches
- Enhancing organization commitments

Required readings

Markus, S., & Sridevi, M. S. (2010). Employee engagement: The key to improving performance. International Journal of Business and Management, 5(12), 89-96.

NY Times series on Amazon

http://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html?smid=nytcore-ipad-share&smprod=nytcore-ipad&_r=0

Unit 11 Culture of conflict

Topics
- Recognizing different world views
- Egos and expertise
- Conflict vs. "group think"
- Creative tension vs. destructive work culture

Required readings

Gelfand, M. J., Leslie, L. M., & Keller, K. M. (2008). On the etiology of conflict cultures. Research in Organizational Behavior, 28, 137–166.

Kerwin, S., Doherty, A., & Harman, A. (2011). "It's not conflict, it's differences of opinion": An in-depth examination of conflict in nonprofit boards. Small Group Research, 42 (562-594).

Stoltzfus, K., Stohl, C. & Seibold, D. R. (2011). Managing organizational change: Paradoxical problems, solutions, and consequences. *Journal of Organizational Change Management, 24*(3), 349-367.

Unit 12 Diversity

Topics
- White supremacy and male patriarchy
- Impact of societal racism and sexism on innovation
- Intersectionality

Required readings

Chapman, D. D. & Gedro, J. (2009). Queering the HRD Curriculum: Preparing Students for Success in the Diverse Workforce *Advances in Developing Human Resources* Vol. 11, No. 1 95-108

Coates, T. (2015). *Between the world and me* , NY: Spiegel & Grau.

Eikhof, D. R. (2012),"A double-edged sword: twenty-first century workplace trends and gender equality", *Gender in Management: An International Journal,* Vol. 27 Iss 1 pp. 7 - 22

Permanent link to this document:
http://dx.doi.org/10.1108/17542411211199246

McGowan, P., Redeker, C.L., Cooper, S.Y. & Greenan, K. (2012). Female entrepreneurship and the management of business and domestic roles: Motivations, expectations and realities.

Entrepreneurship & Regional Development Vol. 24, Nos. 1–2, 53–72.

Okoro, E.A. & Washington, M.C. (2012). Workforce Diversity And Organizational Communication: Analysis Of Human Capital Performance And Productivity, *Journal of Diversity Management,* 7(1) 57-62.

Recommended readings

Mor Barak, M. E. (2011). Managing diversity: Toward a globally inclusive workplace (Second Edition). Thousand Oaks CA: Sage Publications.

Unit 13 Diversity between generations

Topics

- Generational awareness in the work place
- Boomers, Gen-X, and Millennials

Required readings

Chaudhuri, S. & Ghosh, R. (2011). Reverse Mentoring: A Social Exchange Tool for Keeping the Boomers Engaged and Millennials Committed. *Human Resource Development Review* 2012 11:1 55-76.

Forbes Magazine (3/07/2013). 7 Surprising ways to motivate millennial workers. Retrieved from: http://www.forbes.com/sites/jennagoudreau/2013/03/07/7-surprising-ways-to-motivate-millennial-workers/

Johnson, M. J., NG., E. E. (2015). Money talks or millennials walk: The effect of compensation on nonprofit millennial workers sector-switching intentions. *Review of Public Personnel Administration,*

https://www.psychologytoday.com/blog/diverse-and-competitive/201506/money-talks-or-millennials-walk

Smith, S. D., & Galbraith, Q. (2012). Motivating millennials: Improving practices in recruiting, retaining, and motivating younger library staff. *The Journal of Academic Librarianship, 38(3)*, 135-144.

Twenge, J. M., Campbell, S. N., Hoffman, B. J., & Lance, C. E., (2010). Generational differences in work values: Leisure and extrinsic values increasing, social and intrinsic values decreasing. *Journal of Management, 36 (5),* 1117-1142.

Recommended Readings

Markus, S., & Sridevi, M. S. (2010). Employee engagement: The key to improving performance. *International Journal of Business and Management, 5(12),* 89-96.

Norman-Major, K. (2011). Balancing the four Es: Or Can we achieve equity for social equity in public administration? *Journal of Public Affairs Education, 17(2),* 233-252.

Unit 14 (Weeks 14-15) Putting it all together –Student presentations