Social Work 648

Management for Community and Social Services

3 Units

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

Spring 2016

Instructor:
Katrina Floyd,
DrPH, LISW
E-Mail: Kfloyd@usc.edu   **Course Day:**   Tuesday
Telephone: (202) 841-6427   **Course Time:**   5:45pm – 7:00pm PST
                                                         Course Location: VAC

Office Hours: Scheduled

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

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

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.

	Social Work Core Competencies	SOWK 648	Course Objective
1	Demonstrate Ethical and Professional Behavior	x	1
2	Engage in Diversity and Difference in Practice	x	1,3
3	Advance Human Rights and Social, Economic, and Environmental Justice	x	1
4	Engage in Practice-informed Research and Research-informed Practice	x	4
5	Engage in Policy Practice	-	
6	Engage with Individuals, Families, Groups, Organizations, and Communities	-	
7	Assess Individuals, Families, Groups, Organizations, and Communities	x	2,3,4,5

| 8 | **Intervene with Individuals, Families, Groups, Organizations, and Communities** | - | |
| 9 | **Evaluate Practice with Individuals, Families, Groups, Organizations and Communities** | - | |

VI. STUDENT LEARNING OUTCOMES

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

* 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
Demonstrate Ethical and Professional Behavior: ▪ Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels ▪ Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas ▪ Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior ▪ Understand the profession's history, its mission, and the roles and responsibilities of the profession ▪ Understand the role of other professions when engaged in inter-professional teams ▪ Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective ▪ Understand emerging forms of technology and the ethical use of technology in social work practice	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	Management Model Midterm Final Class participation
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Class participation Midterm Final
	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	Class participation Management Model Midterm Final
	Use technology ethically and appropriately to facilitate practice outcomes;	Midterm Final
	Use supervision and consultation to guide professional judgment and behavior.	Class participation

Engage in Diversity and Difference in Practice:	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	Class participation Final
▪ Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. 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 expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.	Present themselves as learners and engage clients and constituencies as experts of their own experiences;	-
▪ Understand 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. ▪ Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Class participation Midterm Final

Advance Human Rights and Social, Economic, and Environmental Justice:	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;	Midterm Final Class participation
▪ Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education ▪ Understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.	Engage in practices that advance social, economic, and environmental justice	Management model Midterm Final

Engage In Practice-informed Research and Research-informed Practice: - Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. - Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. - Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. - Understand the processes for translating research findings into effective practice.	Use practice experience and theory to inform scientific inquiry and research.	Management Model Midterm Final Class participation
	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	Management Model Midterm Final Class participation
	Use and translate research evidence to inform and improve practice, policy, and service delivery.	Management Model Final Class participation

Engage in Policy Practice: - Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. - Understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. - Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. - Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. - Knowledgeable about policy formulation, analysis, implementation, and evaluation.	Identify social policy at the local,state, and federal level that impacts well-being, service delivery, and access to social services.	Management Model Final Class participation
	Assess how social welfare and economic policies impact the delivery of and access to social services.	Management Model Final Class participation
	Apply critical thinking to analyze,formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Management Model Final Class participation

Engage with Individuals, Families, Groups, Organizations, and Communities:	Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Management Model Midterm Final Class participation
- Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. - Value the importance of human relationships. - Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. - Understand strategies to engage diverse clients and constituencies to advance practice effectiveness. - Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. - Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and consistuencies.	-

Assess Individuals, Families, Groups, Organizations, and Communities: • Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. • Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. • Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. • Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. • Understand how their personal experiences and affective reactions may affect their assessment and decision-making.	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Management Model Midterm Final Class participation
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	Management Model Midterm Final Class participation
	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Management Model Midterm Final Class participation
	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Management Model Midterm Final Class participation

Intervene with Individuals, Families, Groups, Organizations, and Communities: • Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. • Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. • Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. • Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. • Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	Management Model Midterm Final Class participation
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Management Model Midterm Final Class participation
	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	-
	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	Midterm Final Class participation
	Facilitate effective transitions and endings that advance mutually agreed-on goals.	-

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:	Select and use appropriate methods for evaluation of outcomes.	Management Model Midterm Final Class participation
• Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. • Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. • Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. • Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.		
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	Management Model Midterm Final Class participation
	Critically analyze, monitor, and evaluate intervention and program Processes and outcomes.	Management Model Midterm Final Class participation
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Management Model Midterm Final Class participation

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Management Model Assessment	Unit 5	20%
Assignment 2: Take Home Midterm	Unit 8	35%
Assignment 3: Final Assignment	Exam Week	35%
Class Participation	Ongoing	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 rate its effectiveness. Further details will be provided in class.

Due: Unit 5

This assignment relates to student learning outcome 1-4, 7, 9

Assignment 2: Midterm

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

Due: Unit 8

This assignment relates to student learning outcome 1-4, 7, 9.

Assignment 3: Final

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

Due: Exam week

This assignment relates to student learning outcome 1-4, 7, 9.

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-

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: (1) 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 been demonstrated by the student. (2) A grade of B+ will be 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. (3) A grade of B will be 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. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote 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

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. (2012). *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.

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.   There is no reader but additional readings will be posted on the VAC wall or made available on ARES.

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.

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.

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

Course Overview

Unit	Topics	Assignments
1	■ Overview of course ▽ Introduction ▽ Defining Management ▽ Classic Management Examples	MAY 10TH
2	■ Conflicting Values Management ▽ NASW Code of Ethics ▽ Conflicting Values Assessment	MAY 17TH
3	■ Strategic Management ▽ Strategic Planning ▽ Mission, Vision, and Values ▽ Environmental Scans ▽ Goals and Objectives ▽ Competitive Advantage	MAY 24TH
4	■ Strengths Based Management *(Distribute Assignment 1)* ▽ Elements of Effective Managements ▽ Strengths Based Management	MAY 31ST
5	■ Program Management ▽ Program Development ▽ Program Administration ▽ Financial Management of Programs ▽ Role of Innovation	JUNE 7TH **Assignment 1**
6	■ Finance Methods ▽ Budgeting ▽ Different types of budgeting systems ▽ Line Item Budget ▽ Meeting Program Goals	JUNE 14TH 18TH
7	■ Financial Analysis *(Distribute Assignment 2)* ▽ Financial Statements ▽ Statement of Activities ▽ Statement of Financial Position ▽ Statement of Cash Flows ▽ Statement of Functional Expense ▽ IRS 990 ▽ Ratio Analysis	JUNE 21ST
8	■ Fund Acquisition ▽ Traditional Funding Sources ▽ Contracts/Grants/Public Funding ▽ Fundraising ▽ Social Enterprise ▽ Mixed Methodologies	JUNE 28TH **Midterm/ Assignment 2**

Unit	Topics	Assignments
9	■ Human Resources Activities ▽ Organizational Theory ▽ Structural Frame ▽ Human Resources Frame ▽ Hiring and Staffing Issues ▽ Maintaining Staff Engagement	JULY 5TH
10	■ Representing the Organization ▽ The Symbolic Frame ▽ Branding ▽ "Management" of Organizational Image ▽ Public Speaking Skills	July12th
11	■ Managing Conflict ▽ The Political Frame ▽ Conflict Resolution ▽ Conflict Exercise	July19th
12	■ Leadership and Management ▽ The Leadership Grid ▽ Understanding the positions on the Leadership Grid ▽ Grid Exercise ▽ Grid Assessment	July26th
13	■ Managing Teams ▽ Group Dynamics ▽ Team Building and collaboration ▽ Case Example	August 2nd
14	■ Assessment and evaluation *(Distribute Assignment 3)* ▽ Self Evaluation methods ▽ Employee Performance Reviews ▽ Peer Reviews	August 9th
15	■ Course Wrap Up ▽ Lessons learned from managers ▽ Forward Looking Management ▽ Change Management ▽ Closing	August 16th
STUDY DAYS / NO CLASSES		
FINAL EXAMINATION WEEK: ASSIGNMENT 3/FINAL ASSIGNMENT DUE		

Course Schedule—Detailed Description

Unit 1:	Classic Management Models	May 10th

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. (2012). Chapters 1 & 12. In *Management of Human Service Programs* (5th 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	May 17th

- 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. (2012). Chapter 4.. In *Management of Human Service Programs* (5th 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. (2012). Chapter 5. In *Management of Human Service Programs* (5th ed.)*.* USA: Thomson Brooks/Cole.

Unit 3: Strategic anagement — May 24th

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 — May 31st

Topics

- Strengths perspective
- Strengths based management
- Twelve elements of effective management
- StrenthsFinder 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   June 7th

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. (2012). Chapter 3. In *Management of Human Service Programs* (5th ed.)*.* USA: Thomson Brooks/Cole.

Martin, L. L. (2001). Chapter 2. In *Financial management for human service administrator* . Boston, MA: Allyn & Bacon.

Assignment 1 Due

Unit 6:   Financial Management   June 14th

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. (2012). Chapter 8. In *Management of Human Service Programs* (5th ed.)*.* USA: Thomson Brooks/Cole.

Martin, L. L. (2001). Chapters 1 & 7. In *Financial management for human service administrator* . 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   June 21st

Topics
- Financial analysis
- Understanding financial statements
- Ratio analysis

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

Required Readings

Martin, L. L. (2001). Chapters 3 & 5 In *Financial management for human service administrator*. 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   June 28th

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.

Assignment 2/Midterm Due

Unit 9:   Structural and Human Resources Frame   July 5th

- 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.

Title VI and Title VII of the Civil Rights Act of 1964

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	July 12th

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	July 19th

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   July 26th

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. (2012). Chapter 11. In *Management of Human Service Programs* (5th ed.)*. USA: Thomson Brooks/Cole.

Unit 13:   Management Teams   August 2nd

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* (5th ed.)*. USA: Thomson Brooks/Cole.

Unit 14:   Assessment and Evaluation   August 9th

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. (2012). Chapter 10. In *Management of human service programs* (5th ed.)*. USA: Thomson Brooks/Cole.

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

Unit 15: Course Wrap-Up	AUGUST 16TH

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. (2012). *Management of human service programs* (5th ed.)*.* USA: Thomson Brooks/Cole.

STUDY DAYS / NO CLASSES	Month Date

FINAL EXAMINATIONS	Month Date

Assignment 3/Final Due

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 (xxx@usc.edu) 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. 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. 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."

XIII. 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.

XIV. 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.

XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

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.

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden for further guidance.

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)

- ✓ 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.