Social Work 648

Management and Organizational Development for Social Workers

3 Units

Instructor: Katrina Floyd, DrPh
Course Day: Tuesday
Course Time: 4:00pm – 5:15pm PST
Office: VAC Course: 648
Hours: TBA

E-Mail:kfloyd@usc.edu
Location: VAC

I. COURSE PREREQUISITES:

Generalist courses

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 and 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:

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate critical analysis of multisystem 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.</td>
</tr>
<tr>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>5</td>
<td>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.</td>
</tr>
<tr>
<td>6</td>
<td>Develop students’ understanding of organizational change processes and provide them with practical skills for effectively managing and responding to change.</td>
</tr>
</tbody>
</table>

### 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.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following nine social work core competencies as established in March 2015 by the Council on Social Work Education (CSWE):

<table>
<thead>
<tr>
<th>Social Work Core Competencies</th>
<th>SOWK 648</th>
<th>Course Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Ethical and Professional Behavior</td>
<td>*</td>
<td>1, 5</td>
</tr>
<tr>
<td>2 Engage Diversity and Difference in Practice</td>
<td>*</td>
<td>2–5</td>
</tr>
<tr>
<td>3 Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Engage in Research-Informed Practice</td>
<td>*</td>
<td>3, 5, 6</td>
</tr>
<tr>
<td>5 Engage in Policy Practice</td>
<td>*</td>
<td>4, 5</td>
</tr>
<tr>
<td>6 Engage With Individuals, Families, Groups, Organizations, and Communities</td>
<td>*</td>
<td>1, 5</td>
</tr>
<tr>
<td>7 Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Intervene With Individuals, Families, Groups, Organizations, and Communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Evaluate Practice With Individuals, Families, Groups, Organizations, and Communities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Highlighted in this course

The following table summarizes the above-highlighted CSWE competencies, the related student learning outcomes, and the method of assessment for those competencies upon which this course focuses:
### Demonstrate Ethical and Professional Behavior

Social workers 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. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

<table>
<thead>
<tr>
<th>Assignment 1</th>
<th>Class Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use reflection and self regulation to manage personal values and maintain professionalism in practice situations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use technology ethically and appropriately to facilitate practice outcomes</td>
</tr>
</tbody>
</table>

| Use supervision and consultation to guide professional judgment and behavior |

### Engage Diversity and Difference in Practice

Social workers understand how diversity characterizes and shapes the human experience generally, and individual’s formation of identity. Aspects of diversity include age, color, culture, ethnicity, gender identity, marital status, religion and many other qualities. We understand that as a consequence of difference, a person’s life experiences may include marginalization or privilege. In professional practice, a social worker:

<table>
<thead>
<tr>
<th>Assignments 1–4</th>
<th>Class Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments 1–4</th>
<th>Class Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present themselves as learners and engages clients and constituencies as experts of their own experiences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</td>
</tr>
</tbody>
</table>

| | |
Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand research, the science of social work, and the importance of evaluation in practice. We understand that evidence informs practice, can be derived from multiple ways of knowing, and appreciate the process for translating research effectively. Professional social workers:

| Use practice experience and theory to inform scientific inquiry and research | Assignment 1 |
| Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | Assignments 2 and 3 |
| Use and translate research evidence to inform and improve practice, policy and service delivery | Assignments 2–5 |

Engage in Policy Practice

Social workers understand that human rights and social justice are impacted by policy and its implementation, at the federal, state, local and agency levels. We understand our role in policy development and implementation, and seek to actively engage in policy practice to effect change within the settings where we work. Professional social workers:

| Identify social policy at the local, state and federal level that impacts well-being, service delivery and access to social services | Assignments 3 and 4 |
| Assess how social welfare and economic policies impact the delivery of and access to social services | Assignments 1–5 |
| Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic and environmental justice | Assignments 3 and 4 |

Engage With Individuals, Families, Groups, Organizations, and Communities

Social workers engage: we engage and build relationships with clients, peers and our other constituencies, and we understand that engagement is an ongoing and interactive process. We also understand how our personal experiences may impact our abilities and effectiveness in engagement. Professional social workers:

| Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies | Assignment 1 Class Exercises |
| Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies | Assignment 1 and 3 Class Exercises |

The National Network of Social Work Managers Competencies:
https://socialworkmanager.org/standards-and-certification/competencies/
VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Organizational Description Paper</td>
<td>Unit 4: May 30th</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2: Program Analysis (SWOT, Strategic Plan, Analysis) In Class</td>
<td>June 20th</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 3: Resource Management Exercises</td>
<td>Unit 10 July 25th</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 4: Class Presentation</td>
<td>Units 14 &amp; 15 Aug 8th &amp; 15th</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Ongoing</td>
<td>10%</td>
</tr>
</tbody>
</table>

Each of the major assignments described below will be based on a semester long, group project (teams should be no more than four students). Each student group will be partnered with a collaborating agency. Collaborating agencies will have gone through a request for proposal (RFP) and selection process prior to the fall semester. Agencies will have a clear understanding of student outcomes and products. Students and agencies will receive more detailed information on each assignment during class.

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 and 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 three- to five-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 number of staff, main positions (e.g., 3 directors, 10 supervisors, 20 counselors)

Due: Unit 4 May 30th
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 five 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 June 20th

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
A competency take-home exam will be administered and completed individually. (25% of grade)

Due: Unit 10 July 11th

Assignment 4: Class Presentation (20% of Course Grade)
Students will be asked to present their organizational evaluation findings, as well as their implementation plan to their partner agency. The audience for the presentation will be up to each student group and partner agency and may include (but are not limited to): agency administration, board of directors, constituency, stakeholders, and/or community members. Presentations will be evaluated on level of professionalism, clarity, impact, and insights.

Due: Presentations are expected to be completed August 8th and August 15th
Unit 14/15

Class Participation (10% of Course Grade)
Your participation and presence in this class are considered essential to your growth as a practitioner. This includes coming to class prepared and completing the readings and assignments. Since this course is based mainly on group work, your participation within the group and in class is essential. All assignments have been created with participation assumed and built into their assessment structure.

Class grades will be based on the following:

<table>
<thead>
<tr>
<th>Class Grades</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.85 – 4</td>
<td>A</td>
</tr>
<tr>
<td>3.60 – 3.84</td>
<td>A-</td>
</tr>
<tr>
<td>3.25 – 3.59</td>
<td>B+</td>
</tr>
<tr>
<td>2.90 – 3.24</td>
<td>B</td>
</tr>
<tr>
<td>2.60 – 2.89</td>
<td>B-</td>
</tr>
<tr>
<td>2.25 – 2.59</td>
<td>C+</td>
</tr>
<tr>
<td>1.90 – 2.24</td>
<td>C</td>
</tr>
</tbody>
</table>

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.

IX. 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


Course readings: Available on ARES under Dr. Annalisa Enrile’s name.

Recommended Guidebook for APA Style Formatting


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 Association of Social Workers  
http://www.naswdc.org

The Elements of Style  
http://www.bartleby.com/141/  
(Instructor Note: A rulebook for writing.)

USC Guide to Avoiding Plagiarism  

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1: Analytical Framework</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1 | - Course Introduction and Organizational Theories  
  - What is organization development?  
  - Planned change  
  - Participation of change agent  
  - Emphasis of intervention  
  - Reframing organizations |
| 2 | - Organizational Development  
  - 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 multilayered systems)  
  - Social work management competencies  
  - Four domains of competency  
  - Executive management  
  - Resource management  
  - Strategic management  
  - Community collaboration |
<p>| 4 | - Teamwork |
| <strong>Module 2: Resource Management</strong> | |
| 5 | - Strategic Management |</p>
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 6    | • Financial Management (Analysis)  
|      |   • 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  
| 10   | Module 3: Managing Organizational Change  
|      | • Managing and Implementing Change  
|      |   • Theoretical frames of change  
|      |   • Strategic dilemmas  
|      |   • Foundation for planned approaches to change  
|      |   • Reasons for change: context, drivers, and choices  
| 11   | • Innovation  
|      |   • Resistance and change  
|      |   • Role of communication  
|      |   • Framing processes of change  
|      |   • Political process and change management  
|      |   • Motivation for change  
| 12   | Module 4: Managing Innovation  
|      | • Innovation, Part 2  
|      |   • The “myth” of creativity  
|      |   • Theories and models of creativity  
|      |   • Innovation: closed- and open-process models  
|      |   • Disruptive innovation  
|      |   • Enabling creative process at work  
| 13   | • Communication and Presentation Skills  
|      |   • Blueprints for change  
|      |   • Development challenges  
|      |   • Production and prototyping  
|      |   • Challenges and strategies  

Module 3: Managing Organizational Change

Module 4: Managing Innovation
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 14   | • Project Work  
  • Correspondence and briefings  
  • Oral and written presentations  
  • Public speaking (representation and advocacy)  
  • Social media |
| 15   | • Project Work |
Unit 1: Course Introduction and Organizational Theories

Topics
- What is organizational development (OD)?
  - Planned change
  - Participation of change agent
  - Emphasis of intervention
  - Reframing organizations

Required Resources

Read:


Watch:
https://youtu.be/0TJpGlbEi0s
https://youtu.be/Dqza5Uo1cFE

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

Unit 2: Organizational Development

Topics
- 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:


*Explore:*

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

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

## Unit 3: Organizational Culture

### Topics

- 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 multilayered systems)
- Social work management competencies
  - Four domains of competency
    - Executive leadership
    - Resource management
    - Strategic management
    - Community collaboration

### Required Resources

*Read:*


**Watch:**
https://www.youtube.com/watch?v=EcHpgsTq458
https://www.youtube.com/watch?v=WDFqEGl4QJ4
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

Topics
• Group complexity and stages
• Communication
• Dysfunctions of teams
• Working through team conflict

Required Resources

Read:


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

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

Module 2: Resource Management

Unit 5: Strategic Management

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

Watch:
http://www.ssireview.org/blog/entry/the_strategic_plan_is_dead__long_live_strategy

https://hbr.org/video/4013635003001/why-so-few-managers-understand-their-companys-strategy
Unit 6: Financial Management (Analysis)

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

This unit relates to course objectives 2–5.

Required Resources

Read:


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

Explore:
Worksheets to be handed out by instructor

Unit 7: Financial Management (Budgeting)

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

This unit relates to course objectives 1–4.

Required Resources

Read:

**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 2–4.

**Required Resources**

**Read:**


**Watch:**

**Explore:**
Worksheets to be handed out by instructor

### Unit 9: Fund Development

**Topics**
- Traditional funding sources
- Contracts/grants/public funding
- Fund-raising
- Social enterprise
- Mixed methodologies

**Required Resources**

**Read:**


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

Explore:
https://www.classy.org


---

**Module 3: Managing Organizational Change**

**Unit 10: Managing and Implementing Change**

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

**Required Resources**

**Read:**


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

Explore:
http://monitorinstitute.com

Unit 11: Innovation

Topics

• Resistance and change
• Role of communication
• Framing the processes of change
• Motivation for change
• Implementing change

Required Resources

Read:


Watch:
Module 4: Managing Innovation

Unit 12: Innovation, Part 2

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:


Watch:
http://blog.ted.com/disrupt-the-speakers-in-session-4-at-ted2013/
https://www.youtube.com/watch?v=01Y7qPFpqw

Explore:
http://www.innosight.com/services-expertise/expertise/disruptive-innovation.cfm
http://www.newyorker.com/magazine/2014/06/23/the-disruption-machine

Unit 13: Communication and Presentation Skills

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

Required Resources

Read:


**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


**Watch:**

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

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


**Explore:**

http://www.fastcompany.com

https://www.gv.com
Unit 14: Project Work

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:


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

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

Unit 15: Project Work

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 e-mail 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 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.

<table>
<thead>
<tr>
<th>UNIVERSITY PARK CAMPUS</th>
<th>ACADEMIC CENTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Center</td>
<td>Front of Building (12th &amp; Olive)</td>
</tr>
<tr>
<td>MRF</td>
<td>Lot B</td>
</tr>
<tr>
<td>SWC</td>
<td>Lot B</td>
</tr>
<tr>
<td>VKC</td>
<td>McCarthy Quad</td>
</tr>
<tr>
<td>WPH</td>
<td>McCarthy Quad</td>
</tr>
</tbody>
</table>

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 the course lead vice chair, Renee Smith-Maddox, at smithmad@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at rmaden@usc.edu. Or, if you are a VAC student, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or 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.*