

USC Suzanne Dworak-Peck

School of Social Work

Social Work 648

Management and Organizational Development for Social Workers

3 Units

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Office: City Center, Faculty Office A
Office Hours: 11:00 a.m. to 1:00 p.m.

Course Day: Tuesday
Course Time: 4:10 to 7:00 p.m.
Course Location: City E

I. COURSE PREREQUISITES

SOWK 506, SOWK 536, SOWK 544, and SOWK 546

II. CATALOGUE DESCRIPTION

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

III. COURSE DESCRIPTION

Students are exposed to management theories, evidence based models, financial approaches, and research articles that focus on the different arenas of macro-practice. Students will be attending a two-day Immersion Workshop to receive instruction on evidence-based macro social work practice, best practices in managing change, and using research for planning social work practice interventions. Building on the content of the first semester, this course links horizontally with the SOWK 629 (Evaluation & Research) course and the SOWK 611 (Leadership in the Social Work Profession and Organizations) course.

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

IV. COURSE OBJECTIVES

The Management and Organizational Development in Social Work course (SOWK 648) will:

| # | 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. |

| # | Objectives |
|---|--|
| 2 | Provide opportunities for students to increase awareness of advanced management practice theories and the ability to demonstrate the following skills: Analytical skills to assess organizations, including conducting financial analysis, understanding organizational culture and informing strategic management approaches. |
| 3 | Demonstrate critical analysis of multi-system collaboration from which management theories and perspectives originated and their relation to the social work profession in order to provide students with skills necessary to integrate and apply multiple management perspectives using varying learning formats through both oral and written assignments. |
| 4 | Analyze the external and internal forces that drive organizations to change, examine impediments to change, and survey a range of approaches for making organizational change more effective. |
| 5 | Provide the theoretical foundation needed for students to develop core knowledge of management and organizational theory. Demonstrate major management competencies to improve organizational development. Provide students with commonly applied theories utilized in the field of social work. |
| 6 | Develop students' understanding of organizational change processes and provide them with practical skills for effectively managing and responding to change. |

V. COURSE FORMAT / INSTRUCTIONAL METHODS

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

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

VI. STUDENT LEARNING OUTCOMES

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

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

* Highlighted in this course

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

| Competency | Objectives | Behaviors | Dimensions | Content |
|---|---|--|--|--|
| <p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of practice with, and on behalf of, diverse communities, their constituencies, and the organizations that serve them. Social workers understand and utilize varied strategies to facilitate engagement with individuals, groups, organizations, institutions, and communities. Social workers understand that their personal experiences, affective reactions, and biases may have an impact on their ability to effectively engage with diverse individuals, groups and communities. Social workers understand the role of relationship-building and inter-professional collaboration in facilitating engagement with individuals, groups, organizations, institutions, communities and other professionals, as appropriate.</p> | <p>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.</p> <p>3. Demonstrate critical analysis of multi-system collaboration from which management theories and perspectives originated and their relation to the social work profession in order to provide students with skills necessary to integrate and apply multiple management perspectives using varying learning formats through both oral and written assignments.</p> | <p>6a. Apply theories of human behavior and the social environment to facilitate effective engagement with organizations and communities.</p> | <p>Cognitive and Affective Processes</p> | <p>Week 2: Organizational Theories</p> <p>Week 3: Organizational Culture</p> <p>Week 4: Teamwork</p> <p>Assignment 2: Program Analysis</p> <p>Assignment 4: Team Presentation and Portfolio</p> |

| Competency | Objectives | Behaviors | Dimensions | Content |
|---|---|---|---------------|--|
| <p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers 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. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.</p> | <p>2. Provide opportunities for students to increase awareness of advanced management practice theories and the ability to demonstrate the following skills: Analytical skills to assess organizations, including conducting financial analysis, understanding organizational culture and informing strategic management approaches.</p> <p>4. Analyze the external and internal forces that drive organizations to change, examine impediments to change, and survey a range of approaches for making organizational change more effective.</p> <p>5. Provide the theoretical foundation needed for students to develop core knowledge of management and organizational theory. Demonstrate major management competencies to improve organizational development. Provide students with commonly applied theories utilized in the field of social work.</p> | <p>8a. Use knowledge of evidence-informed interventions to initiate actions that enhance the capacity and sustainability of organizations.</p> | <p>Skills</p> | <p>Week 2: Organizational Theories</p> <p>Week 3: Organizational Culture</p> <p>Week 5: Strategic Management</p> <p>Week 6: Financial Management</p> <p>Week 10: Managing Change</p> <p>Assignment 2: Program Analysis</p> <p>Assignment 3: Resource Management</p> <p>Assignment 4: Team Presentation and Portfolio</p> |

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

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

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

Assignments 1, 2, and 4 are part of a semester-long group project. Students will work in groups of 3-4 and function as a consultant team. Students will be in the same teams for SOWK 629 and SOWK 648. Each team will be assigned a community-based agency (“partner agency”) to assess and evaluate throughout the semester. Assignment 4 is the same for SOWK 629 and SOWK 648 and will be graded by both instructors.

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

Each team will complete an organizational description of their assigned partner agency. Drawing from primary and secondary sources, the paper will include: agency history, vision and mission, structure, leadership and governance, staffing and budget.

Each team will submit one 3-5 paper (not including cover page or references).

The full assignment prompt will be posted and reviewed in class.

Due: Unit 4

Assignment 2: Program Analysis (25% of Course Grade)

Each team will create a program analysis on their partner agency. The analysis will include historical challenges, prior planning efforts, SWOT Analysis, and preliminary analysis.

Each team will submit one 5-7 page paper (not including cover page or references).

The full assignment prompt will be posted and reviewed in class.

Due: Unit 7

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

This is an individual assignment. Students will be provided with financial documents for an agency (not their partner agency). Using these documents, students perform a financial assessment, respond to a budget scenario, and make recommendations to strengthen the agency’s financial position.

Each student will submit one 5-7 page paper (not including cover page or references).

The full assignment prompt will be posted and reviewed in class.

Due: Unit 12

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

Each team will create a presentation and portfolio for their partner agency. The presentation and portfolio will include an evaluation or evaluation plan and key recommendations. Content will incorporate and build upon their previous assignments in SOWK 629 and SOWK 648.

Each team will submit one presentation and portfolio.

Presentation:

- Approximately 30 minutes.
- PowerPoint or other presentation software.
- Content will include: introduction and background, methodology, findings, recommendations, and a conclusion.
- Each student on the team must play a role in the live presentation.
- An electronic copy of the presentation must be provided to instructors and the partner agency.

Portfolio:

- Content will include: Executive Summary, SWOT Analysis (drawing from 648 Assignment 2), Program Evaluation/Evaluation Plan (drawing from 629 Assignments 2 and 3), Recommendations (drawing from all 629 and 648 assignments), any other relevant handouts.
- The portfolio should be professionally formatted and include a thumb drive containing an electronic copy of the team's presentation (PowerPoint or other presentation software)

The full assignment prompt will be posted and reviewed in class.

Teams will coordinate with their partner agency liaison to schedule the presentation. Please coordinate with your instructors so they may attend as well.

Portfolio and copy of Presentation due to instructors on week 14
Presentations to partner agencies must be completed by the end of week 15

Meaningful Class Participation (10% of Course Grade)

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

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

Class grades will be based on the following:

| Class Grades | | Final Grade | |
|--------------|----|-------------|----|
| 3.85 – 4 | A | 93 – 100 | A |
| 3.60 – 3.84 | A- | 90 – 92 | A- |
| 3.25 – 3.59 | B+ | 87 – 89 | B+ |
| 2.90 – 3.24 | B | 83 – 86 | B |
| 2.60 – 2.89 | B- | 80 – 82 | B- |
| 2.25 – 2.59 | C+ | 77 – 79 | C+ |
| 1.90 – 2.24 | C | 73 – 76 | C |
| | | 70 – 72 | C- |

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

Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have demonstrated by the student.

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

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

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

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

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

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

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

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

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

Course Readings: Available on ARES.

Recommended Guidebook for APA Style Formatting

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

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

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

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

Recommended Websites

Center for Non-Profit Management

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

Network for Social Work Managers

<https://socialworkmanager.org/>

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

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

National Associate of Social Workers

<http://www.naswdc.org>

The Elements of Style

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

(Instructor Note: A rule book for writing.)

USC Guide to Avoiding Plagiarism

http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm.

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

Course Overview

| Week | Topics | Assignments |
|---|--|---------------------|
| MODULE 1: ANALYTICAL FRAMEWORK | | |
| 1 | Organizational Development <ul style="list-style-type: none"> • What is organization development? • Planned change • Participation of change agent • Emphasis of intervention • Reframing organizations | |
| 2 | Organizational Theories <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • Competing Values Framework (Cameron & Quinn) • Diversity in organization (Brazell; Cross; Mor Barak) • Organization Effectiveness: Pursuing Excellence (Peters & Waterman) • Sense-Making (Karl Weick) • Practice with communities, organizations, and businesses: Social Work for the 21st Century • Cross System Collaboration (service delivery systems; also look at multi-layered systems) • Social Work Management Competencies • 4 Domains of Competency: <ul style="list-style-type: none"> ▪ Executive Management ▪ Resource Management ▪ Strategic Management ▪ Community Collaboration | |
| 4 | Teamwork | ASSIGNMENT 1 |
| MODULE 2: RESOURCE MANAGEMENT | | |
| 5 | Strategic Management | |
| 6 | Review of Financial Management <ul style="list-style-type: none"> • Financial Analysis • Ratios • Presenting findings | |
| 7 | Financial Management <ul style="list-style-type: none"> • Budgeting | ASSIGNMENT 2 |
| 8 | Forecasting and Trend Analysis <ul style="list-style-type: none"> • Forecasting rules of thumb • Trend analysis • Comparative advantage | |
| 9 | Fund Development | |
| MODULE 3: MANAGING ORGANIZATIONAL CHANGE | | |

| Week | Topics | Assignments |
|--------------------------------------|--|---------------------|
| 10 | Managing Change <ul style="list-style-type: none"> • Theoretical frames of change • Strategic Dilemmas • Foundation for planned approaches to change • Reasons for change: context, drivers, and choices | |
| 11 | Managing Change <ul style="list-style-type: none"> • Resistance and change • Role of communication • Framing processes of change • Political process and change management • Motivation for change | |
| MODULE 4: MANAGING INNOVATION | | |
| 12 | Innovation <ul style="list-style-type: none"> • The “myth” of creativity • Theories and models of creativity • Innovation: closed and open process models • Disruptive Innovation • Enabling creative process at work | ASSIGNMENT 3 |
| 13 | Innovation <ul style="list-style-type: none"> • Blueprints for change • Development challenges • Production and prototyping • Challenges and strategies | |
| 14 | Messaging and Communication <ul style="list-style-type: none"> • Correspondence and briefings • Oral and written presentations • Public speaking (representation and advocacy) • Social media | ASSIGNMENT 4 |
| 15 | Presentations | |

Course Schedule—Detailed Description

Module 1: Analytical Framework

Unit 1: Organizational Development

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

Required Resources

Read:

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

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

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

Watch:

<https://youtu.be/OTJpGlbei0s>

<https://youtu.be/Dqza5Uo1cFE>

Explore:

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

<http://www.toolpack.com/a/organizational-development.html>

Unit 2: Organizational Theories

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

Required Resources

Read:

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

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

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

Explore:

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

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

Unit 3: Organizational Culture

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

Required Resources

Read:

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

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

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

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

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

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

Watch:

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

<https://www.youtube.com/watch?v=WDFqEGi4QJ4>

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

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

Explore:

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

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

<https://socialworkmanager.org/competencies/>

<https://www.childwelfare.gov/topics/management/practiceimprovement/collaboration/?hasBeenRedirected=1>

Unit 4: Teamwork and Group Process

Topics

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

Required Resources

Read:

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

French, K. A., & Kottke, J. L. (2013). Teamwork satisfaction: Exploring the multilevel interaction of teamwork interest and group extraversion. *Active Learning in Higher Education, 14*(6), 787-804.

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

Watch:

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

Explore:

<http://www.tablegroup.com/books/dysfunctions>

Module 2: Resource Management

Unit 5: Strategic Management Intensive

Topics

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

Required Resources

Read:

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

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

http://www.ssireview.org/blog/entry/the_strategic_plan_is_dead_long_live_strategy

Watch:

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

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

Unit 6: Financial Management

Topics

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

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

Required Resources

Read:

Calabrese, T. (2013). Running on empty: The operating reserves of US nonprofit organizations. *Nonprofit Management and Leadership*, 23(3), 281-302.

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

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

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

Watch:

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

Explore:

Worksheets to be handed out by instructor

Unit 7: Financial Management

Topics

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

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

Required Resources

Read:

Martin, L. L. (2001). Performance measures. In *Financial management for human service administrator* (pp. 65-75). Boston, MA: Allyn & Bacon.

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

Explore:

Worksheets to be handed out by instructor

Unit 8: Forecasting and Trend Analysis

Topics

- Forecasting rules of thumb
- Trend analysis
- Comparative advantage

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

Required Resources

Read:

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

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

Watch:

<http://documentarystorm.com/influencers/>

Explore:

Worksheets to be handed out by instructor

Unit 9 Fund Development

Topics

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

Required Resources

Read:

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

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

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

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

Watch:

<http://www.kiva.org/about>

Explore:

<https://www.classy.org>

<http://www.donorschoose.org/blog/2007/08/10/american-express-members-project-update/>

<http://medicaid.gov/medicaid-chip-program-information/by-topics/delivery-systems/managed-care/managed-care-site.html>

Module 3: Managing Organizational Change

Unit 10: Managing Change

Topics:

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

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

Furman, R. and Gibelman, M. (2013). Internal sources of organizational change. In *Navigating*

human services organizations (pp. 191-205). Chicago, Illinois: Lyceum Books, Inc.

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

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

Watch:

<https://hbr.org/video/2227114775001/forces-that-shape-new-industries>

<https://hbr.org/video/2226595886001/the-importance-of-urgency>

Explore:

<http://monitorinstitute.com>

<https://hbr.org/2007/01/leading-change-why-transformation-efforts-fail>

Unit 11: Implementing Change

Topics:

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

Required Resources

Read:

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

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

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

Watch:

<http://www.fastcompany.com/3041606/how-pencils-of-promise-replaced-nonprofit-with-for-purpose>

<http://www.fastcompany.com/3041073/coding-lessons-and-hackathons-to-create-a-new-generation-of-more-diverse-tech-company-employ>

Explore:

<http://cnmsocal.org>

Module 4: Managing Innovation

Unit 12: Innovation

Topics

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

Required Resources

Read:

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

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

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

Watch:

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

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

<https://www.youtube.com/watch?v=01Y7qIPFpqw>

Explore:

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

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

Unit 13: Innovation

Topics

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

Required Resources

Read:

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

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

Recommended Readings

"Managing Creativity and Innovation", Harvard Business Essentials

“The Design of Business”, by Roger Martin

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

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

Watch:

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

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

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

Explore:

<http://www.fastcompany.com>

<https://www.gv.com>

Unit 14: Communication and Presentation

Topics

- Correspondence and briefings
- Oral and written presentations
- Public speaking (representation and advocacy)

Required Resources

Read:

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

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

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

Watch:

<https://www.youtube.com/watch?v=1legNY-rq30>

<https://www.youtube.com/watch?v=CWry8xRTwpo>

Explore:

<http://www.advocoach.net>

<http://www.authenticleadershipalliance.com>

Unit 15: Course Presentations and Evaluation

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives, which could affect your course grade. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work, which will be missed, or to reschedule an examination, due to holy days observance. Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. STATEMENT ON ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu/> or to the Department of Public Safety <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

XI. SUPPORT SYSTEMS

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.
<https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class.
<https://equity.usc.edu/>

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC
Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. <https://diversity.usc.edu/>

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. <http://emergency.usc.edu>

USC Department of Public Safety - 213-740-4321 (UPC) and 323-442-1000 (HSC)
24-hour emergency assistance or to report a crime. Provides overall safety to USC community.
<http://dps.usc.edu>

XII. EMERGENCY RESPONSE INFORMATION

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

To receive information, call the main number (213) 740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311
For additional university information, please call (213) 740-9233
Or visit university website: <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

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

| UNIVERSITY PARK CAMPUS | | ACADEMIC CENTERS | |
|------------------------|---|----------------------|---------------------|
| City Center | Front of Building (12 th & Olive) | Orange County | Faculty Parking Lot |
| MRF | Lot B | | |
| SWC | Lot B | | |
| VKC | McCarthy Quad | | |
| WPH | McCarthy Quad | | |

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

XIII. STATEMENT ABOUT INCOMPLETES

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

XIV. POLICY ON LATE OR MAKE-UP WORK

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

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

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

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

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

Preamble

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

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

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

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact Renee Smith-Maddox, Department of Social Change & Innovation, Vice-Chair of Curriculum, at smithmad@usc.edu or Leslie Wind, Chair, MSW Program and Associate Dean of Learning Excellence at wind@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor. If you are a VAC student, contact June Wiley, Director of the Virtual Academic Center, at june.wiley@usc.edu for further guidance.

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

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

Don't procrastinate or postpone working on assignments.
