

Social Work 648

Management and Organizational Development for Social Workers

3 Units

Instructor: Katrina Floyd, DrPh
Course Day: Saturday
Course Time: 10:15am – 11:30am
Office Hours: BY Appointment

E-Mail: kfloyd@usc.edu
Phone: 202 841- 6427
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:

Objective #	Objectives
1	Teach the ethical standards and practices of professional social work. Provide an environment that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their core values and ethics, and how these variables may affect their ethical decision-making in practice.
2	Provide opportunities for students to increase awareness of advanced management practice theories and the ability to demonstrate the following skills: analytical skills to assess organizations, including conducting financial analysis, understanding organizational culture, and informing strategic management approaches.
3	Demonstrate critical analysis of 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.
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.

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):

	Social Work Core Competencies	SOWK 648	Course Objective
1	Ethical and Professional Behavior	*	1, 5
2	Engage Diversity and Difference in Practice	*	2-5
3	Advance Human Rights and Social, Economic, and Environmental Justice		
4	Engage in Research-Informed Practice	*	3, 5, 6
5	Engage in Policy Practice	*	4, 5
6	Engage With Individuals, Families, Groups, Organizations, and Communities	*	1, 5
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 summarizes the above-highlighted CSWE competencies, the related student learning outcomes, and the method of assessment for those competencies upon which this course focuses:

<p>Demonstrate Ethical and Professional Behavior</p> <p>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.</p>	<p>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</p>	<p>Assignment 1 Class Exercises</p>
	<p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p>	<p>Class Participation</p>
	<p>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</p>	<p>Class Exercises Assignment 4</p>
	<p>Use technology ethically and appropriately to facilitate practice outcomes</p>	
	<p>Use supervision and consultation to guide professional judgment and behavior</p>	

<p>Engage Diversity and Difference in Practice</p> <p>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:</p>	<p>Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels</p>	<p>Assignments 1–4 Class Participation</p>
	<p>Present themselves as learners and engages clients and constituencies as experts of their own experiences</p>	<p>Assignments 1–4 Class Participation</p>
	<p>Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</p>	<p>Class Participation</p>

<p>Engage in Practice-Informed Research and Research-Informed Practice</p> <p>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:</p>	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

<p>Engage in Policy Practice</p> <p>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:</p>	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

<p>Engage With Individuals, Families, Groups, Organizations, and Communities</p> <p>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:</p>	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

Assignment		Due Date	% of Final Grade
Assignment 1:	Organizational Description Paper	Unit 4: June 2nd	20%
Assignment 2:	Program Analysis (SWOT, Strategic Plan, Analysis) In Class	Unit 7: June 23rd	25%
Assignment 3:	Resource Management Exercises	Unit 12 July 28th	25%
Assignment 4:	Class Presentation	Units 14 & 15 August 11th & 18th	20%
Class Participation	Ongoing		10%

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 (Group Exercise) (20% of Course Grade) Due: Unit 4: June 2nd

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)

Assignment 2: Program Analysis (Group Exercise) **(25% of Course Grade) Due: Unit 7: June 23rd**

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?

Assignment 3: Resource Management Exercise (Individual Exercise) (25% of Course Grade) Due: Unit 12; July 28th

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:

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

Assignment 4: Class Presentation (20% of Course Grade) Unit 14/15; August 11th & August 18th

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 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:

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.

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

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

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

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

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

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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 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
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
Module 1: Analytical Framework	
1	<ul style="list-style-type: none"> • Course Introduction and Organizational Theories <ul style="list-style-type: none"> • What is organization development? • Planned change • Participation of change agent • Emphasis of intervention • Reframing organizations
2	<ul style="list-style-type: none"> • Organizational Development <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	<ul style="list-style-type: none"> • 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 multilayered systems) • Social work management competencies <ul style="list-style-type: none"> • Four domains of competency <ul style="list-style-type: none"> § Executive management § Resource management § Strategic management § Community collaboration
4	<ul style="list-style-type: none"> • Teamwork
Module 2: Resource Management	
5	<ul style="list-style-type: none"> • Strategic Management

Unit	Topics
6	<ul style="list-style-type: none">Financial Management (Analysis)<ul style="list-style-type: none">Financial analysisRatiosPresenting findings
7	<ul style="list-style-type: none">Financial Management (Budgeting)
8	<ul style="list-style-type: none">Forecasting and Trend Analysis<ul style="list-style-type: none">Forecasting rules of thumbTrend analysisComparative advantage
9	<ul style="list-style-type: none">Fund Development
Module 3: Managing Organizational Change	
10	<ul style="list-style-type: none">Managing and Implementing Change<ul style="list-style-type: none">Theoretical frames of changeStrategic dilemmasFoundation for planned approaches to changeReasons for change: context, drivers, and choices
11	<ul style="list-style-type: none">Innovation<ul style="list-style-type: none">Resistance and changeRole of communicationFraming processes of changePolitical process and change managementMotivation for change
Module 4: Managing Innovation	
12	<ul style="list-style-type: none">Innovation, Part 2<ul style="list-style-type: none">The “myth” of creativityTheories and models of creativityInnovation: closed- and open-process modelsDisruptive innovationEnabling creative process at work
13	<ul style="list-style-type: none">Communication and Presentation Skills<ul style="list-style-type: none">Blueprints for changeDevelopment challengesProduction and prototypingChallenges and strategies

Unit	Topics
14	<ul style="list-style-type: none">• Project Work<ul style="list-style-type: none">• Correspondence and briefings• Oral and written presentations• Public speaking (representation and advocacy)• Social media
15	<ul style="list-style-type: none">• 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:

Essentials Board. (2012, October). Creating organizational learning and change using Bolman & Deal's four frames of organizations. *AFE Essentials*, 1–9.

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

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

Watch:

<https://youtu.be/0TJpGIbei0s>

<https://youtu.be/Dqza5Uo1cFE>

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

Unit 2: Organizational 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:

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

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

Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Creating organizational designs. In *Management of human service programs* (pp. 101–116). Pacific Grove, CA: 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

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:

Austin, J. M., & Hopkins, M. K. (Eds.). (2004). *Supervision as collaboration in the human services: Building a learning culture*. Thousand Oaks, CA: Sage.

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 R. Patti (Ed.), *The handbook of human services management* (2nd ed. pp. 283–294). Thousand Oaks, CA: Sage.
- Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Facing the challenges of management. In *Management of human service programs* (pp. 1–22). Pacific Grove, CA: Thomson Brooks/Cole.
- Maitlis, S., & Christianson, M. (2014). Sensemaking in organizations: Taking stock and moving forward. *Academy of Management Annals*, 8(1), 57–125.
- Mor Barak, M. (2014). *Managing diversity: Toward a globally inclusive workplace* (3rd ed.). Thousand Oaks, CA: Sage. (Ch. 10: Diversity Management and Leadership: Paradigms, Rationale, and Key Elements, pp. 217–236).

Watch:

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

<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:

- 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.

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

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

Miller, D. L. (2003). The stages of group development: A retrospective study of dynamic team processes. *Canadian Journal of Administrative Sciences*,(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

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). Pacific Grove, CA: 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). Pacific Grove, CA: Thomson Brooks/Cole.

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>

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

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:

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 administrators* (pp. 55–61). Boston, MA: Allyn & Bacon.

Martin, L. L. (2001). Understanding financial statements. In *Financial management for human service administrators* (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 (Budgeting)

Topics

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

This unit relates to course objectives 1–4.

Required Resources

Read:

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

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

Worksheets to be handed out by instructor

Topics

- Forecasting rules of thumb
- Trend analysis
- Comparative advantage

This unit relates to course objectives 2–4.

Required Resources

Read:

Kerlin, J. A., & Pollak, T. H. (2011). Nonprofit commercial revenue: A replacement for declining government grants and private contributions? *American Review of Public Administration*, 41(6), 686–704.

Martin, L. L. (2001). Forecasting. In *Financial management for human service administrators* (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
- Fund-raising
- 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(Suppl. 1), S47–S56.

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

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.

Martin, L. L. (2001). Fund development. In *Financial management for human service administrators* (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 and Implementing Change

Topics

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

Required Resources

Read:

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

Furman, R., & Gibelman, M. (2013). Internal sources of organizational change. In *Navigating human services organizations* (pp. 191–205). Chicago, IL: Lyceum Books.

Furman, R., & Gibelman, M. (2013). Coping with change. In *Navigating human services organizations* (pp. 206–221). Chicago, IL: Lyceum Books.

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: Innovation

Topics

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

Required Resources; Read:

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

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

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

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

Tondem, R. (2005). Organisational change management: A critical review. *Journal of Change Management*, 5(4), 369–380.

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>

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:

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

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

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: Communication and Presentation Skills

Topics

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

Required Resources; Read:

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

Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Planning and program design. In *Management of human service programs* (pp. 45–77). Pacific Grove, CA: 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, K. J., & Sorra, J. S. (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>

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

Topics

- Correspondence and briefings
- Oral and written presentations
- Public speaking (representation and advocacy)
- Presentation evaluation
- Course evaluation and feedback

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

Required Resources

Read:

Germak, A. J. (2015). Marketing, sales, and communication. In *Essential business skills for social work managers* (pp. 79–102). Taylor & Francis.

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

Whetten, D., & Cameron, K. (2011). Specific communication skills. In *Developing management skills* (pp. 591–618, 651–672). Upper Saddle River, NJ: Prentice Hall.

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: 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 the USC School of Social Work Student Handbook for additional information on attendance policies.

X. STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

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 Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in Campus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

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 and 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/>

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. <http://dsp.usc.edu>

Student Support and 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

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various 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) for 24-hour emergency assistance or to report a crime

Provides overall safety to USC community. <http://dps.usc.edu>

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.

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	San Diego	Building Parking Lot
SWC	Lot B	Skirball	Front of Building
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.”

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 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 рмаiden@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

- ü Be mindful of getting proper nutrition, exercise, rest and sleep!
- ü Come to class.
- ü Complete required readings and assignments before coming to class.
- ü 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.
- ü Come to class prepared to ask any questions you might have.
- ü Participate in class discussions.
- ü After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ü If you don't understand something, ask questions! Ask questions in class, during

office hours, and/or through email!
ü Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
