SOWK 714 Syllabus

Executive Leadership
3 Units

Instructors: Juan Carlos Araque, PhD
E-mail: araque@usc.edu **Course Day:** Wednesdays
Telephone: (213) 825-0905 **Course Time:** 5:00 pm – 7:00 pm
Office: City Center Suite 1110 **Course Location:** VAC
Office Hours: Wednesdays 4 pm and by appointment

I.   COURSE PREREQUISITES
Concurrent enrollment in SOWK 713

II.   CATALOGUE DESCRIPTION
Content focuses on application of theories and principles of executive leadership including development of personal skills, technical skills and skills in navigating organizations.

III.   COURSE DESCRIPTION
Content focuses on understanding the range of knowledge and skills that are required of successful Executive Leaders and creation of a leadership development plan based on the 7C Model developed by John Tropman, DSW.

IV.   COURSE OBJECTIVES AND STUDENT LEARNING OBJECTIVES

COURSE OBJECTIVES
1. Introduce the range of skills and knowledge required of executive leaders, including personal characteristics, technical knowledge and organizational context
2. Examine the interaction between personal characteristics and organizational culture
3. Explore the function of various types of collaborations and sources of power and influence
4. Review project management techniques and demonstrate application of these strategies to students' projects
5. Describe the impact of organizational culture and context on service delivery

V.   STUDENT LEARNING OUTCOMES

Student Learning Outcome Objectives (SLO) (Program Level Outcome #) *Upon completing this course, students will be able to*	1. Develop an understanding of personal characteristics, technical skills and means of navigating organizations demonstrated by successful executive leaders (PLO#6) 2. Enhance their appreciation for the role of diversity in organizations and the specific manner in which diverse governance affects organizational process and outcomes (PLO#6) 3. Develop an appreciation of the functions of collaborations, power and influence; develop and apply these skills (PLO #6) 4. Acquire project management skills and demonstrate use of these skills to further develop Capstone projects (PLO #7) 5. Develop and initiate an individual executive development plan. (PLO#1, 2, 6)

VI.   COURSE FORMAT/INSTRUCTIONAL METHODS

The underlying principle of this course is that acquisition and deployment of executive leadership skills is an activity that is performed, developed and honed over the course of a professional career. Building upon existing classroom information, students will be challenged to develop specific personal, technical and organizational skills and strategies which will be implemented through practical assignments and supported through in-class discussions.

VII.   COURSE ASSIGNMENTS, DUE DATES AND GRADING

Assignment	Due Date	% Final Grade
Executive Leadership Analysis	Session 4	15%
Analysis of Article/TED talk in area of Grand Challenge/Capstone	Session 6	20%
Book Review or Alternative	Session 10	20%
Final Paper	Session 11	30%
Class Participation;		

discussion of skills and analysis	Ongoing	15%
Total		100%

COURSE GRADING
Class grades will be assigned based on the final schedule:

Range of Points	Final Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-

Note: Please refer to the *Student Handbook* and the *University Catalogue* for additional discussion of grades and grading procedures.

EACH ASSIGNMENT IS DESCRIBED BELOW

Assignment 1 (Student Learning Outcome # 1, 2)	Executive Leadership Analysis Students will observe an executive leader in their organization, another organization or local government. Students will draw upon their knowledge of executive leadership characteristics, challenges and collaborations to summarize their observations and write a 2 page analysis and critique. Due Week 4
Assignment 2 (Student Learning Outcome #1)	Analysis of Article or TED talk Successful executive leaders demonstrate an ability to distill scholarly and popular papers/talks into their most salient points and provide a relevant critique. Students will select a newspaper article, journal article or TED talk related to their Grand Challenge/Capstone project. They will post the article for all to read and provide an analysis of the author's main premise(s) and a critique of the material chosen. Due Week 6

Assignment 3 (Student Learning Outcome #1, 3, 4, 5)	**Book Review or Alternative** Students will prepare and submit a two-page book review on a topic relevant to executive leadership. The book review should consist of a brief summary, a professional evaluation and personal reflections. An alternate project that expands the application of project management skills may be developed with professor's consent (e.g., obtaining, reviewing and analyzing agencies' Annual Reports). Due Week 10
Assignment 4 (Student Learning Outcome #5)	**Final Paper** Students will provide an analysis of the status of their Capstone project and their plan for implementation over the coming year(s). This will include reflections on the executive leadership skills/knowledge/plan developed over the course of the semester, and how these skills will be applied to the actual Capstone implementation Due Week 12

VIII. COURSE FORMAT/INSTRUCTIONAL METHODS

The course will consist of didactic information and experiential exercises. Case vignettes, self-assessments, videos and exercises will be used to facilitate students' learning. Exercises may include the use of videotapes or small group discussion/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 the class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and exercises and its application to theory and practice.

IX. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required: Tropman, *Team Impact: Achieving Twice as Much in Half the Time (2017) Congella.*

Suggested:
Peter Drucker, *Nonprofit Management*
Periodicals including:
Harvard Business Review
Forbes Magazine

The New Yorker
Recommended Guidebook for APA Style Formatting and other writing formats

APA format is indicated for academic papers. However, this course will focus on creation of professional documents such as memos, letters, reports, etc.

General APA Guidelines
> https://www.google.com/search?q=APA+Style+formatting&ie=utf-8&oe=utf-8
> 1. Use white 81/2 x 11" paper.
> 2. Make 1-inch margins on the top, bottom and sides.
> 3. The first word in each paragraph should be indented one-half inch.
> 4. APA recommends using Times New Roman font, size 12
> 5. Double-space the entire research paper.

APA formatting rules for your paper—EasyBib

www.easybib.com/guides/students/writing-guide/iv...formatting/apa-paper-formatting/

Other sources

Ehrenberg, A. S. C. (1982, November). Writing technical papers and reports. *The American Statistician, 36,* 326–320. This is number one in your course pack.

Booher, D. (1984). *Send me a memo: A handbook of model memos*. New York, NY: Facts on File

Holcombe, M. W., & Stein, J. (1981). *Writing for decision makers*. Belmont, CA: Wadsworth.

Gowers, Sir E. (1981). *The complete book of plain words*. London, UK: Penguin Books.

Recommended Websites

The Four Properties of Powerful Teachers: http://www.chronicle.com/article/The-4-Properties-of- Powerful/228483

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

X. Course Schedule—Detailed Description

Unit 1: Introduction

Topics

Overview

Introduction

Participants will identify

- their Grand Challenge
- goals for it three years from now
- their career hopes three years from now.

Required Readings

Tropman & Wooten, *The Seven Cs*
https://businessperspectives.org/media/zoo/applications/publishing/templates/article/assets/js/pdfjs/web/viewer.php?file=/pdfproxy.php?item_id:3469

For next class (Characteristics)

1. Take the Clifton StrengthsFinder ($15 for your top five)
2. Post your results on the wall

Unit 2: Characteristics

Topics: Characteristics—Diversity, temperaments. strengths, gender
➢ StrengthsFinder
➢ *Some questions: How are your strengths aligned/misaligned with various types of organizational cultures?*

Required Readings

Values-driven leadership:

Gilbert, J and Balik, B., (2017). Values-Driven Leadership: A Pathway to Sustained Organizational Success. NEJM Catalyst.
https://catalyst.nejm.org/values-driven-leadership-pathway-success/

https://hbr.org/2010/11/value-based-management-isnt-fo-1

Diversity
Phillips, K. (2014) How Diversity Makes Us Smarter. *Scientific American*.
https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/

Recommended:

https://ted.com/talks/rocio_lorenzo_want_a_more_innovative_company_hire_more_women?utm_source=tedcomshare&utm_medium=email&utm_campaign=tedspre

A Gathering of the Global Elite Through Women's Eyes:
https://www.nytimes.com/2017/01/20/business/dealbook/world-economic-forum-davos-women- gender-ineq

Unit 3: Crucibles and Collaborations

Topics: Crucibles and Collaborations

Crucibles: your signature events ➤ The Leadership Grid

Collaborations: your personal advisory board—with you as CEO

➤ Do you know it?
➤ Do you manage it?
➤ Standing vs. ad hoc collaboration?

➤ Networking and Future collaborations ➤ PROJECT CHECK-IN

Required Readings

https://hbr.org/2002/09/crucibles-of-leadership

Here is a URL that has many articles on collaboration and crucibles ... read one or two:

https://scholar.google.com/scholar?q=collaborations+and+crucibles+in+leadership+and+management&hl=en&as_sdt=0&as_vis=1&oi=scholart&sa=X&ved=0ahUKEwiDpJDB0LbUAhXD54MKHSu0AF0QgQMIPT0AA

Recommended Readings

https://msw.usc.edu/mswusc-blog/social-work-networking/

5 Career Tips: Networking in the Social Work Profession
https://www.socialworkhelper.com/2014/06/05/social-workers-need-to-be-social-networkers/amp/

The Networking Advice No One Tells You – in Forbes:
https://www.forbes.com/sites/bonniemarcus/2018/05/22/the-networking-advice-no-one-tells-you/#160d782c7772

Unit 4: Competencies: NSWM Executive Knowledge and Skills

Topics: Competencies—NSWM—Executive Knowledge and Skills

- ➤ ☐Executive leadership,
- ➤ ☐Strategic management
- ➤ ☐Resource management,
- ➤ ☐Community collaboration,

And

- ➤ ☐Critical thinking
- ➤ ☐Intra/interpersonal skills including continued discussion of networking

Critical thinking is the process of independently analyzing, synthesizing, and evaluating information as a guide to behavior and beliefs. The American Philosophical Association has defined critical thinking as "the process of purposeful, self-regulatory judgment. The process gives reasoned consideration to evidence, contexts, conceptualizations, methods, and criteria" (1990). Critical thinking is sometimes broadly defined as "thinking about thinking."

Critical thinking skills include the ability to interpret, verify, and reason, all of which involve applying the principles https://www.thoughtco.com/what-is-critical-thinking-1689811es of logic. The process of using critical thinking to guide writing is called critical writing.

- https://www.thoughtco.com/what-is-critical-thinking-1689811
- Dewitt Jones on YouTube—There Is More Than One Right Answer
- https://video.search.yahoo.com/yhs/search?fr=yhs-mozilla-001&hsimp=yhs-001&hspart=mozilla&p=DEwitt+Jones#action=view&id=12&vid=ea599f46fce349bc4d11fadbb3d41a80

Required Readings

The Network of Social Work Managers Competencies Material https://socialworkmanager.org/wp-content/uploads/2016/01/Competency-Brochure-4-19-15-With- Forms.pdf

This compilation is extensive (40 pages), along with an assay at the end. The assay has a self-report column and a supervisors' column. You can do it on your own if you like, but for the purposes of our class, the goal is to rate yourself in each of the four domains 1–5, with 5 being the highest and 1 being "get someone else to do it"; 2–3 is "improve or outsource."

And a TED Talk https://www.youtube.com/watch?v=Po-QOVodPhU

Recommended

Gladwell, M. *Blink: The power of thinking without thinking. (*2007). New York, NY: Back Bay Books..

Lehrer, J. *How we decide.* (2010). New York, NY: Mariner Books.
Edelman, M. *Political language: Words that succeed and policies that fail. (1977)* New York, NY:

Academic Press.
- ➤ The Secret History of Emotions: http://www.chronicle.com/article/The-Secret-History-of-

Emotions/239357

Unit 5: Intra-/Interpersonal Competencies: Knowledge and Skills

Topics: Competencies—Knowledge and Skills

Personal strategic plan

Energy budget
➢ Time budget
➢ Health management

➢ Self-management

➢ The X factor

Emotional Intelligence, Power and Influence

Required Readings and Videos

[Power vs. Influence: Knowing the Difference Could Make or Break Your Company](#) – in Forbes
https://www.forbes.com/sites/forbescoachescouncil/2017/11/02/power-vs-influence-knowing-the-difference-could-make-or-break-your-company/#32873f88357c

[Simon Sinek: How great leaders inspire action |](#) [TED](#) [Talk](#)
W4ww.ted.com/talks/simon_sinek_how_great_leaders...

Daniel Goleman Introduces Emotional Intelligence - YouTube
www.youtube.com/watch?v=Y7m9eNoB3NU

Recommended Readings

Blanchard, *The One Minute Manager Gets Fit*
Check out SMART GOALS at the end of the syllabus

Time Budget on Google

Unit 6: Technical Competencies

Topics: Competencies—Impact, Knowledge, and Skills

➢ Technical skills: budgeting and social exploitation
➢ Index of difference
➢ Total compensation
➢ Activity-based costing
➢ Project Management

Required Readings

Tropman, J. E., & Nicklett, E. J. (2012). Balancing the budget through social exploitation: Why hard times are even harder for some. *Advances in Applied Sociology, 2*(2), 111–119.

John Tropman Compensation and Index of Difference:

http://catdir.loc.gov/catdir/samples/wiley031/2001001166.pdf

Recommended Readings

ABC: https://www.accountingcoach.com/activity-based-costing/explanation

Unit 7: Impact Competencies

Topics: Competencies—Impact, Knowledge, and Skills, Project Management

- ➢ ☐Team science: producing efficient meetings (doing things right)
- ➢ ☐The agenda
- ➢ ☐The principles
- ➢ ☐The recipe
- ➢ ☐Producing great presentations

Project Management Continued

Required Readings

Team Impact: Introduction; Parts I–III (all will be relevant; skim); Appendix 2: The Aristotle Project

The Aristotle Project is a must read. More sites can be found here:

https://search.yahoo.com/yhs/search?p=The+Aristotle+Project&ei=UTF-8&hspart=mozilla&hsimp=yhs- 001

Great presentations: https://www.amazon.com/s/ref=nb_sb_noss_2?url=search- alias%3Dstripbooks&field-keywords=Great+Presentations

A nice selection including material on TED talks

Recommended Readings

Effective meetings: https://search.yahoo.com/yhs/search?p=Effective+Meetings&ei=UTF-8&hspart=mozilla&hsimp=yhs-003

Unit 8: Impact Competencies

Topics: Competencies—Impact, Knowledge, and Skills

Building high-quality effective decisions (doing the right thing)

- ➢ Overcoming decision rottenosity—the deeper structure of decision-making ➢ Crystallization
- ➢ A new paradigm

Decision rules/decision culture; decision elements; rounds of discussion; decision crystallization

Project Management continued

Required Readings

Team Impact Part IV, Appendix 3

The appendix is a must read. More material can be found here:

Unit 9: Conditions (Agency Structure and Culture)

Topics: Conditions—Culture and Structure

- ➢ The theoretical organizational structure
- ➢ The actual organizational structure
- ➢ Organizational culture—front of the house/back of the house
- ➢ Values juxtaposition

Required Readings

http://study.com/academy/lesson/what-is-organizational-culture-definition-characteristics.html

Recommended Readings

Tropman, J. E., & Nicklett, E. J. (2012). Organizational theory. In B. A. Thyer, K. M. Sowers, & C. N. Dulmus (Eds.), *Human behavior in the social environment: Theories for social work practice*. Hoboken, NJ: Wiley.

Unit 10: Context

Topics: Context

- ■ Context—the really big picture
- ■ Key contextual for the U.S.

Recommended Readings

John Tropman, *The Catholic vs. The Protestant Ethic*
http://www.tandfonline.com/doi/abs/10.1080/15426432.1986.10383545?journalCode=wzst20

Kenneth Hudson and Andrea Coukos

Sociological Theory

Vol. 23, No. 1 (Mar., 2005), pp. 1-24
Published by: American Sociological Association
Stable URL: http://www.jstor.org/stable/4148891
Page Count: 24
Topics: Public assistance programs, Protestant ethics, Poverty, Welfare reform, Capitalism, Political campaigns, Calvinism, Abolition, Charitable organizations, Protestant philosophy
https://www.jstor.org/stable/4148891?seq=1#page_scan_tab_contents

Max Weber, *The Protestant Ethic and the Spirit of Capitalism* John Tropman, *The Catholic Ethic in American Society*

John Tropman, *The Catholic Ethic and the Spirit of Community*

Unit 11: Introducing and Managing Change

Topics

- Change
- Tichy and Devanni play in three acts
- Simon's costs of change

Unit 12: Leadership Perspectives: Impact and Relevance

Topics

- TED Talks 9–15
- Executive leadership perspectives
- Love as executive leadership
- From 100-year-old companies

Recommended Readings

Lessons from the Century Club: https://www.amazon.com/Lessons-Century-Club-Companies-Long-Term/dp/0984898603

Watson (IBM):

http://fortune.com/2011/06/16/5-lessons-from-ibms-100th-anniversary/

From Hospice/dying
Seven lessons: http://www.huffingtonpost.com/smita-malhotra/seven-lessons-i-have-

lear_b_5489210.html

16 BEHAVIORS OF EXECUTIVE PRESENCE

Business Intelligence
- Stand Out by Thinking Strategically
- Take a Whole Company Perspective
- Learn the Language of Finance

Self Development
- Know Thyself
- Seek Feedback
- Gain Confidence
- Sharpen and Expand Your Skills Through Training

Risk-Taking
- Capitalize on Ambiguity and Change
- Exceed Your Expectations... and Theirs
- Move Beyond Your Comfort Zone

Performance Improvement
- Prioritize Your Projects
- Refine Your Thinking Skills
- Develop Discernment

Interpersonal Relationship
- Communicate Clearly
- Lead, Don't Just Manage
- Share the Limelight

Unit 13: Behavior IN Organizations

Topics: Executive Leadership

■ Work on examples of

➢ Exemplary/awful behavior in organizations
➢ Behavior in organizations
➢ Updating your strategic plan
➢ Values-Driven Leadership
➢ Learning Organizations

Recommended Readings:

Signs of a Toxic Culture:

https://search.yahoo.com/yhs/search?p=Signs++of+a+toxic+culture&ei=UTF- 8&hspart=mozilla&hsimp=yhs-003

https://search.yahoo.com/yhs/search?p=Top+Five+Signs+of+a+Toxic+Culturee&ei=UTF-8&hspart=mozilla&hsimp=yhs-001

Questions to ask a CEO to see whether there is a healthy culture:

https://getlighthouse.com/blog/questions-to-ask-a-ceo-healthy-culture/

Center for Creative Leadership: https://www.ccl.org/

Servant Leadership—The Greenleaf Center:
https://search.yahoo.com/yhs/search?p=Greenleaf+Center&ei=UTF- 8&hspart=mozilla&hsimp=yhs-002

The W. Edwards Deming Institute:

https://search.yahoo.com/yhs/search?p=he+Deming+Institute&ei=UTF- 8&hspart=mozilla&hsimp=yhs-002

Unit 14: Behavior OF Organizations

Topics
- Organizations acting out

Required Readings

https://search.yahoo.com/yhs/search?p=The+Toxic+Organization&ei=UTF-8&hspart=mozilla&hsimp=yhs001

Recommended Readings

Donald Palmer, *Normal Organization Wrongdoing*

Harwell, Drew. "Every kiss begins with Kay: Hundreds allege sex harassment and discrimination at Kay and Jared Jewelry Company." Washington Post, February 27, 2017.
  ➢ (Consider as well: Bob Jones University issues, Wells Fargo issues)

Lieber, Ron. "You don't want what Wells Fargo is selling: What should it do now?" *New York Times*, January 13, 2017.

Unit 15: Your Leadership Plan and the Grand Challenges

Topics
  ➢ Wrap-up/take-aways/impact
    o Refining your leadership plan for the future
      ▪ KSS; what, so what, now what
  ➢ Concluding thoughts
    o The person with the plan wins
    o Nonprofit issues you will/ have encounter(ed)
    o How executive leaders get the job done

Recommended Readings

Howard Gardner, et al. *Good Work: When Excellence and Ethics Meet.* (2005). New York: Basic.

University Policies and Guidelines

XI.   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 (name@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

XII.   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 *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct

XIII.   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. 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. 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. 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: 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. equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. 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. dsp.usc.edu

USC Support and Advocacy (USCSA) – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. 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. 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. emergency.usc.edu

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

XIV. Statement about Incompletes

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

XV. 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.

XVI. 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.

XVII. Code of Ethics of the National Association of Social Workers (Optional)

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

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

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

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

XVIII. Academic Dishonesty Sanction Guidelines

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

XIX. Complaints

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the Course Lead: For on ground students - Dr. Juan Carlos Araque (araque@usc.edu); for VAC students – Dr. Tyan Parker Dominguez (tyanpark@usc.edu). If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind (wind@usc.edu) for further guidance.

XX. Tips for Maximizing Your Learning Experience in this Course (Optional)

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

Don't procrastinate or postpone working on assignments.