USC Suzanne Dworak-Peck
School of Social Work

Social Work 648
Section 60479

Management and Organizational Development for Social Workers

3 Units

Instructor:	Rick Newmyer, MSW		
Email:	newmyer@usc.edu	**Course Day:**	Tuesday
Telephone:	619.370.1350	**Course Time:**	1:00 to 3:50 p.m.
Office Hours:	Tuesday, 11:00 a.m. to 1:00 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.
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
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities 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.	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. 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.	**6a.** Apply theories of human behavior and the social environment to facilitate effective engagement with organizations and communities.	Cognitive and Affective Processes	**Week 2:** Organizational Theories **Week 3:** Organizational Culture **Week 5:** Team Management **Assignment 1: Organizational Analysis** **Assignment 3: Management Report** **Assignment 4: Team Presentation**

Competency	Objectives	Behaviors	Dimensions	Content
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities 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.	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.

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. | **8a.** Use knowledge of evidence-informed interventions to initiate actions that enhance the capacity and sustainability of organizations. | Skills | **Week 2:** Organizational Theories

Week 3: Organizational Culture

Week 4: Strategic Management

Week 6: Financial Management

Week 10: Managing Change

Assignment 1: Organizational Analysis

Assignment 2: Financial Analysis

Assignment 3: Management Report

Assignment 4: Team Presentation |

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

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% Of Final Grade
Assignment 1: Organizational Analysis	Unit 6	20%
Assignment 2: Financial Analysis	Unit 10	25%
Assignment 3: Management Report	Unit 14	25%
Assignment 4: Team Presentation	Units 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 Analysis (20% of Course Grade)

Each team will create an organizational description and analysis on their partner agency which will include agency history, structure, staffing, budget, SWOT Analysis, and initial findings.

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

Due: Unit 6

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

This is an individual assignment. Students will perform a financial assessment, respond to a budget scenario, and make recommendations to strengthen the agency's financial position.

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

Due: Unit 10

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

Each group will create a final report with their findings and recommendations for the partner agency. The report will include an executive summary, management analysis, SWOT Analysis, and recommendations. Content will incorporate and build upon previous assignments.

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

Due: Unit 14

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

Each team will create a 30-minute presentation for their partner agency. The presentation 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.

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

Presentations 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 USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

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 - What is organization development? - Planned change - Participation of change agent - Emphasis of intervention - Reframing organizations	
2	Organizational Theories - Bureaucracy - Management by Objectives - Open systems - Organizational learning - Evidence-based management	
3	Organizational Culture - Organizational Theories - Competing Values Framework - Diversity in Organization - Organization Effectiveness - Sense-Making - Practice with communities, organizations, and businesses - Cross System Collaboration - Social Work Management Competencies	
4	Strategic Management	
5	Team Management	
	MODULE 2: RESOURCE MANAGEMENT	
6	Review of Financial Management - Financial Analysis - Ratios - Presenting findings	**ASSIGNMENT 1**
7	Financial Management Budgeting	
8	Forecasting and Trend Analysis - Forecasting rules of thumb - Trend analysis - Comparative advantage	
9	Fund Development	
	MODULE 3: MANAGING ORGANIZATIONAL CHANGE	
10	Managing Change - Theoretical frames of change - Strategic Dilemmas - Foundation for planned approaches to change - Reasons for change: context, drivers, and choices	**ASSIGNMENT 2**

Week	Topics	Assignments
11	Managing Change • Resistance and change • Role of communication • Framing processes of change • Political process and change management • Motivation for change	
	MODULE 4: MANAGING INNOVATION	
12	Innovation • The "myth" of creativity • Theories and models of creativity • Innovation: closed and open process models • Disruptive Innovation • Enabling creative process at work	
13	Innovation • Blueprints for change • Development challenges • Production and prototyping • Challenges and strategies	
14	Messaging and Communication • Correspondence and briefings • Oral and written presentations • Public speaking (representation and advocacy) • Social media	**ASSIGNMENT 3**
15	Presentations	**ASSIGNMENT 4**

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/0TJpGIbei0s

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

<table>
<tr><td>Unit 3:</td><td>Organizational Culture</td></tr>
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- 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: 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 5: Teamwork Management
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*, 1469787413498034.

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 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

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.

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

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

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

Explore:
http://monitorinstitute.com

Unit 11:   Implementing Change

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

https://hbr.org/1969/01/how-to-deal-with-resistance-to-change?referral=03759&cm_vc=rr_item_page.bottom

https://www-01.ibm.com/common/ssi/cgi-bin/ssialias?appname=skmwww&htmlfid=LOW14247USEN&mhq=organizational%20change&mhsrc=ibmsearch_a

https://hbr.org/2008/08/the-eight-stages-of-successful.html

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:
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.

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

https://hbr.org/2009/12/the-innovators-dna

https://hbr.org/2015/12/what-is-disruptive-innovation

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=01Y7qlPFpqw

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

Unit 13: Innovation

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

Required Resources
Read:
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.

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

Recommended Readings
"Managing Creativity and Innovation", Harvard Business Essentials

"The Design of Business", by Roger Martin

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

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

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

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

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 newmyer@usc.edu of any anticipated absence or reason for tardiness.

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

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

X.   ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in 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.

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. 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

XII.   STATEMENT ABOUT INCOMPLETES

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

XIII.   POLICY ON LATE OR MAKE-UP WORK

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

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

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

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

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Preamble

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing,

supervision, consultation**,** administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

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

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

XVI.   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.

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 cannot discuss it with the instructor, contact the Vice-Chair of the SCI Department, Dr. Annalisa Enrile. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

XVIII.   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 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.