**SOWK 704: Strategic Innovations for the Grand Challenges**

**Fall, 2019**

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| **Instructor: June Wiley, PhD, MSW** |  **Course Day: Mondays** |
| **E-Mail: june.wiley@usc.edu** |  |  **Course Time: 5:00 – 7:00 p.m. (PT)** |  |
| **Telephone: 213-821-0901**  |  |  **Course Location: VAC** |  |
| **Office: VAC****Office Hours: Available upon request** |  |  |  |
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# Course Prerequisites

Acceptance to the doctorate in social work program.

# Catalogue Description

Doctoral students will be introduced to discipline specific and interdisciplinary ideas and approaches for innovation and change as they address the Grand Challenges for social work. Students will leave the course with the ability to respond to the fast-paced and changing organizational environment and with a skill set that supports new strategies and approaches for targeting “wicked” social problems and managing change.

# Course Description

The 12 Grand Challenges of Social Work initiative focuses on improving the well-being of individuals and families, strengthening the social fabric, and helping to create a more just society. Students will learn the ways that interdisciplinary experts are applying innovation and using scientific intervention to address critical social issues. In addition, students will select and discuss the Grand Challenge that they will be focusing on during the semester, as well as assess current research, best practices, and gaps in the literature. Students will examine strategies that they will pursue to find innovative solutions to specific intractable (“wicked”) social problems embedded within the Grand Challenges of Social Work. Following their selection of these intractable problems, students will continue to design and propose innovative solutions in concurrent and subsequent DSW courses. Lastly, students will investigate and identify a wide array of possible techniques and tools to put their innovative ideas into action.

# Course Objectives

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| 1. Introduce students to the Grand Challenges of Social Work to refine their focus on a specific problem**.** [DSW #1] |  |
| 2. Facilitate the analysis and discussion of current research, best practices, and gaps in the literature related to their Grand Challenge. [DSW #1] |  |
| 3. Examine, produce and defend an innovative strategy of change that identifies clear goals, target population, and resource appraisal to address the “wicked” social problems embedded in students’ Grand Challenge. [DSW #3, 4] |  |
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# V. Student Learning Outcomes:

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| 1. Analyze how changes in the global macro system are relevant to human service management and leadership. [DSW #5, 6] |  |
| 2. Apply one of the theories of change (e.g. Black swan event, disruptive innovation, systems theory, conflict theory, or anti-fragile theory) to explain why the wicked problem is occurring and identify current best practices to achieve one of the 12 Grand Challenges of Social Work**.** [DSW #6] |  |
| 3. Confront, evaluate and use large ideas grounded in the 12 Grand Challenges for Social Work as defined by the American Academy of Social Work & Social Welfare (AASWSW). |  |
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# Course format / Instructional Methods

This doctoral course will employ lectures, interactive discussions, experiential exercises, videos, presentations, public speaking, and guest lectures from experts across a wide variety of leadership positions. Individual and group in-class activities will be used to provide application of content, theories, and concepts.

The course will be taught from the perspective that doctoral students will be engaged throughout their professional lives in innovation and change as they strive to influence social and organizational contexts. Appearances of guest experts, lectures, discussions, and activities highlight interdisciplinary perspectives. The intent is to extend, provide insight, employ actual examples, and generate innovative ideas from guest experts and students’ experiences.

# Course Assignments, Due Dates & Grading

| **Assignment** | **Due Date** | **Points** |
| --- | --- | --- |
| **Assignment 1: Researching the Grand Challenges** **Annotated Bibliography Paper****Assignment 2: Grand Challenge Selection Paper** | Week 5 Due: *[SLO #1]*Week 10*[SLOs # 1-3]* | 20%30% |
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| **Assignment 3: Research Paper (Due Week 15) and Presentations during Weeks 14 & 15 assigned by the instructor.****Collegial Contributions:** | Due Week 15*[SLOs #1-3]*Ongoing | 40%  10% |

Each of the major assignments is described below.

**Assignment 1:** **RESEARCHING THE GRAND CHALLENGES ANNOTATED BIBLIOGRAPHY PAPER:** This assignment is worth 20% of your grade. It is due by Class 5. Students will develop a 10-to-12-page paper, not including title page and reference pages. Students will search for resources in the academic literature. The resources will comprise, textbooks from Course 704, peer-reviewed journal articles, Grand Challenges for Social Work webpage at <http://grandchallengesforsocialwork.org/grand-challenges-initiative/12-challenges/>, and/or government research reports on all 12 Grand Challenges. Each citation will be followed by a brief descriptive and evaluative paragraph of the annotation. Students should provide a minimum of 4 articles for each Grand Challenge. The assignment must be organized per current APA style.

## Assignment 2: GRAND CHALLENGE SELECTION PAPER:

This assignment is worth 30% of your grade. It is due by Class 10. Students will prepare an 8-to-10-page paper describing and analyzing current research, best practices, and gaps in the literature related to your Grand Challenge focus. Students will identify social problems that need to be resolved, identify a theory to create change for the selected Grand Challenge, and examine and identify any social work ethical issues that will affect vulnerable populations.

1. Select one of the 12 Grand Challenges of Social Work for Assignment 2. Prepare a summary of your selected Grand Challenge of Social Work, and identify its goals. Describe why this Grand Challenge of Social Work is important.
2. Discuss your perspective of this Grand Challenge of Social Work. Identify any experience and/or related professional background that you may have.
3. Appraise current literature in the social work field and related disciplines on what has been tried and what has been successful. Identify gaps in the literature to determine inconsistencies. What current best practices from the literature will help you to achieve your Grand Challenge (identify the target population).
4. Establish to what extent the research has progressed towards clarifying an intractable (“wicked”) social problem and/or behaviors that need to be addressed to accomplish your Grand Challenge.
5. Apply one of the theories of change addressed in Course 704 (e.g. black swan event, disruptive innovation, systems theory, conflict theory, or antifragile theory) to demonstrate how you can use a theory to generate change for your selected Grand Challenge.
6. Examine and specify any social work ethical issues’ regarding the ways that your proposed Grand Challenge is/or will affect vulnerable populations.

Assignment Requirements:

1. Length: Between 8 and 10 pages, not including title page and reference pages.
2. Format: Double-spaced, 12-point Times New Roman font, with 1-inch margins.
3. No summary or abstract is required.
4. Use subtitles to divide each section.
5. Paper must follow current APA guidelines.

Assignment 3: Research Paper and Presentation. **This assignment is worth 40% of your grade. Percentages are 30% for the paper, and 10% for the oral presentation. It is due by Class 15.**

This is an individual assignment. Each student will produce a 10-to-12-page paper not including title page and reference pages, that gives an interdisciplinary perspective of the development and current state of a specific intractable (“wicked”) social problem aligned with the student’s chosen Grand Challenge. The paper should reflect the scientific method (i.e., vertical thinking) as well as the creative process (i.e., lateral thinking).

Specifically, the student will:

1. Introduce the intractable (“wicked”) social problem by providing current data reflecting the incidence and prevalence of the problem, along with a review of the scholarly literature that includes an interdisciplinary perspective, theoretical framework, and a critical assessment of the problem. In terms of format and writing style, this section should be written in the tone and style of a journal article.
2. Describe two current attempts to address this intractable (“wicked”) social problem via policy, program, and/or research. This section should reflect literature, research, and promising practices.
3. Building on Point 2, suggest an innovation within an organizational setting to address this intractable (“wicked”) social problem and/or behaviors. Demonstrate how your innovation is new and builds on what has come before.
4. Generate a list of potential collaborators.  Discuss the ways that your understanding of generational differences, social justice, and diversity will minimize unhealthy conflicts and guide your work with your partners.
5. Provide a summary and conclusion.
6. Use subtitles to divide each session.
7. Cite references (20-30 sources) in APA format.
8. Your writing must meet the standards expected of students in a doctoral program. The paper should be a high-quality, and proofread/edited document that complies with the expectations for publication. The paper must be organized per current APA style.

**This is a scholarly paper so your ideas must be supported by the literature. Your references must be cited throughout the paper per current APA style.** **This paper will provide a springboard for your Capstone Project.**

**Student Presentations on Assignment 3: Student presentations during Weeks 14 and 15 (assigned by the instructor) must include the following content:**

An individual in-class presentation that should be approximately 10 minutes in length. This is not a Ted-type talk; rather, it is more like an executive summary that you would present at a professional meeting. Each presentation must include the following content:

1. An introduction to the intractable (“wicked”) social problem that includes current data.

2. A brief description of two current attempts to address this intractable (“wicked”) social problem.

3. Suggestion for an innovation to resolve the selected intractable (“wicked”) social problem and/or behaviors

4. Identification of potential collaborators.

5. Engagement in a Q & A session of 5 minutes, depending on time

 available, with other students.

6. Students may use PowerPoint, but it is not required.

## Collegial Contributions (10% of Course Grade)

Students will be expected to engage in collegial contributions by providing answers to questions embedded in the asynchronous sessions and by asking questions and providing commentary during the synchronous sessions. Students are especially encouraged to read and evaluate other students work.

Class grades will be based on the following:

| **4-point scale** | **100-point scale** |
| --- | --- |
| 3.85 – 4.00 | 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- |

# textbooks and supplementary instructional materials & Resources

**Required Textbooks:**

Bent-Goodley, T.B., Williams, J.H., Teasley, M.L., & Gorin, S.H. *Grand challenges for society: Evidence-based social work practice.* Washington, DC: NASW Press

Dawson, P. & Andriopolous, C. (2017). *Managing change, creativity, and innovation (Third edition).* SAGE. (with companion website: <https://study.sagepub.com/managing-change-creativity-and-innovation/student-resources/creative-industries-innovative-cities>

Schwartz, B. (2012). *Rippling: How social entrepreneurs spread innovation throughout the world.* San Francisco: Jossey-Bass.

Seelig, T. (2012). *inGenius: A crash course on creativity.* New York: Harper Collins.

Taleb, N. N. (2010). *The black swan: The impact of the highly improbable.* New York: Random House.

**Recommended Textbooks:**

Christiansen, C. (1999). The innovator’s dilemma. Boston: Harvard Business School Publishing.

Christiansen, C. & Raynor, M.E (2003). *The innovator's solution‬:*

### Coates, T.(2015). *Between the world and me*. NY: [Spiegel & Grau](https://en.wikipedia.org/wiki/Spiegel_%26_Grau).

Drucker, P. F. (1993). Innovation *and entrepreneurship.* New York: Harper.

Dyer,j. Gregersen, H., & C.M. Christensen (2011). The Innovator's DNA - Mastering the Five Skills of Disruptive Innovators,' Boston: Harvard Business School Publishing.

Elkington, J., & Hartigan, P. (2013). *The power of unreasonable people: How social entrepreneurs create markets that change the world*. Watertown: Harvard Business Press.

Finkler, S. A., Purtell, R., Calabrese, T. D., and Smith, D. L. (2013) Financial Management for Public, Health, and Not-for-Profit Organizations (4th ed). Prentice Hall (Pearson): Upper Saddle River, New Jersey.

Fong, R., Lubben, J.E., & Barth, R. P. (2018). *Grand challenges for social work and society*. New York, NY: Oxford University Press

Goldsmint, S. (2010). *The power of social innovation: How civic entrepreneurs ignite community networks for good.* San Francisco: Jossey-Bass.

Smith, R. (2007) *The 7 levels of change: Different thinking for different results (Third edition).* Reading: Tapestry Press.

O’Sullivan, D. & Dooley, L. (2009). *Applying innovation.* **Thousand Oaks: Sage Publications, Inc.**

Taleb, N. (2012). *Antifragile: Things that gain from disorder*, NY: Random House.

Tropman, J. E. (1998) *The management of ideas in the creating organization*. Westport Connecticut: Quorum Books.

Toyama, K (2015). [Geek heresy: rescuing social change from the cult of technology](http://www.amazon.com/Geek-Heresy-Rescuing-Social-Technology/dp/161039528X), NY: PublicAffairs.

Worth, M.J. (2014). *Nonprofit Management: Principles and Practice, 3rd edition,* Sage Press.

## On Reserve

All additional required readings that are not in the above-required texts are available online through electronic reserve (ARES). DSW 704 VAC readings will be posted under instructor Dr. Harry Hunter. Readings not posted on ARES can be located at the websites identified in the course outline. The textbooks have also been placed on reserve at Leavey Library.

**Brief Course Overview**

| **Unit** | **Topics** | **Assignments** |
| --- | --- | --- |
| **1** | Innovation and change: Addressing shifts, Grand Challenges, and intractable problems  |  |
| **2** | (a). Managing and creating planned change in light of tectonic shifts, and (b). Ethics and Values in Social Work |   |
| **3** | Theories of change |   |
| **4** | Thinking critically about social innovation |   |
| **5** | The process of social innovation |  \* |
| **6** | Leveraging social innovation |   |
| **7** | The Three Traditional Domains |   |
| **8** | Culture of collaboration and mutual responsibility |   |
| **9** | Consolidation and continuity in turbulent times |   |
| **10** | Culture of conflict |  \* |
| **11** |  Diversity |   |
| **12** |  Diversity between generations |   |
| **13** |  Creating an Inclusive Workplace |  |
| **14** | Student Presentations and Interactive Class Feedback |  *\** |
| **15** | Student Presentations and Interactive Class Feedback |  *\** |
| **STUDY DAYS / NO CLASSES** |
| **FINALS WEEK** |

**Course Overview**

| **Unit 1: Innovation and change: Addressing shifts, Grand Challenges, and intractable problems** |  |
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| **Topics:*** Intractable, “wicked” social problems
* Recognizing and responding to the societal shifts and/or the Grand Challenges for Social Work.
* Re-imagining solutions

Required Readings:Bent-Goodley, T.B., Williams, J.H., Teasley, M.L., & Gorin, S.H. *Grand challenges for society: Evidence-based social work practice* (pp. 1-5).Washington, DC: NASW PressBent-Goodley, T.B., Williams, J.H., Teasley, M.L., & Gorin, S.H. *Grand challenges for society: Evidence-based social work practice* (pp. 185-193).Washington, DC: NASW PressBent-Goodley, T.B., Williams, J.H., Teasley, M.L., & Gorin, S.H. *Grand challenges for society: Evidence-based social work practice* (pp. 339-352).Washington, DC: NASW PressFlynn, M. (2017). Science, innovation, and social work: Clash or convergence? Research on  Social Work Practice, 27(2), 123-128.Lubben, J.E., Barth, R.P., Fong, R,. Flynn, M. L., Sherraden, M., & Uehara, E. (2018). Grand challenges for social work & society. In Fong, R., Lubben, J.E., & Barth, R. P. *Grand challenges for social work and society* (pp. 1-17). New York, NY: Oxford University PressGrand Challenges for Social Work: <http://grandchallengesforsocialwork.org/grand-challenges-initiative/12-challenges/>[12 Challenges](http://aaswsw.org/grand-challenges-initiative/12-challenges/)* [Ensure healthy development for all youth](http://aaswsw.org/grand-challenges-initiative/12-challenges/ensure-healthy-development-for-all-youth/)
* [Close the health gap](http://aaswsw.org/grand-challenges-initiative/12-challenges/close-the-health-gap/)
* [Stop family violence](http://aaswsw.org/grand-challenges-initiative/12-challenges/stop-family-violence/)
* [Advance long and productive lives](http://aaswsw.org/grand-challenges-initiative/12-challenges/advance-long-and-productive-lives/)
* [Eradicate social isolation](http://aaswsw.org/grand-challenges-initiative/12-challenges/eradicate-social-isolation/)
* [End homelessness](http://aaswsw.org/grand-challenges-initiative/12-challenges/end-homelessness/)
* [Create social responses to a changing environment](http://aaswsw.org/grand-challenges-initiative/12-challenges/create-social-responses-to-a-changing-environment/)
* [Harness technology for social good](http://aaswsw.org/grand-challenges-initiative/12-challenges/harness-technology-for-social-good/)
* [Promote smart decarceration](http://aaswsw.org/grand-challenges-initiative/12-challenges/promote-smart-decarceration/)
* [Reduce extreme economic inequality](http://aaswsw.org/grand-challenges-initiative/12-challenges/reduce-extreme-economic-inequality/)
* [Build financial capability for all](http://aaswsw.org/grand-challenges-initiative/12-challenges/build-financial-capability-for-all/)
* [Achieve equal opportunity and justice](http://aaswsw.org/grand-challenges-initiative/12-challenges/achieve-equal-opportunity-and-justice/)

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| **Unit 2: (a.) Managing and Creating Planned Change in Light of Tectonic Shifts, and (b.) Ethics and Values in Social Work.** |  |
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| **Topics** |
| * Overview of concepts: Change, creativity, and innovation
* Interdisciplinary perspectives: Innovations and shifts that are changing the world
* Impact of said changes on current and future social work practice.
* Exemplars: Apple computers; CNN; Starbucks, Substance abuse.
* Review the NASW Code of Ethics document located in the Tool Box on the VAC. Prepare to apply and share in class social work ethical issues related to your proposed Grand Challenge and how they will affect multiple stakeholders.
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**Required Reading:**

Barsky, A.E. (2019). Values: Mine, theirs, and ours. In Barsky, A.E. (2nd edition). *Ethics and*

 *values in social work: An integrated approach for a comprehensive curriculum* (pp. 13-32).

 New York, NY: Oxford University Press.

Barsky, A.E. (2019). Theory, values, and ethics: Macro perspectives. In Barsky, A.E. (2nd

 edition). *Ethics and values in social work: An integrated approach for a comprehensive*

 *curriculum* (pp. 33-47). New York, NY: Oxford University Press.

Dawson, P. & Andriopolous, C. (2017). *Managing change, creativity, and innovation (3rd edition).* SAGE. Part One: Chapters 1-3 (pp. 1-110).

Schwartz, Beverly (2012). *Rippling: How social entrepreneurs spread innovation throughout the world.* San Francisco: Jossey-Bass. Forward-Introduction (pp. xi-16).

**Recommended Readings**

* Kuhn, T.S. (1962). The Structure of Scientific Revolutions. University of Chicago Press

| **Unit 3: Theories of change** |  |
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**Topics**

* Review of systems theory
* Review of conflict theories
* Emerging theory: Disruptive innovation theory
* “Black Swan” events

**Required Readings**

Christensen, C.M. & Carlile, P.R. (2009). Course Research: Using the Case Method to Build and Teach Management Theory, doi: 10.5465/AMLE.2009.41788846ACAD MANAG LEARN EDU, vol. 8 no. 2 240-251.

Hamilton, D.K. (2008).Wicked problems, black swans, & healthcare. *Health Environments*

 *Research & Design Journal*, 2(1), pp. 44-47.

Taleb, N.N. (2010). The black swan: The impact of the highly improbable (2nd ed). New York, NY: Random House. Prologue (pp. xxi-xxxii) and Part One (pp. 1-133).

| **Unit 4: Thinking critically about social innovation** |  |
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### Topics

* Certainty, uncertainty,ambiguity and the iterative change process
* Creative thinking methods (e.g. “Six Thinking Hats”)
* Inductive and deductive approaches
* Comparing vertical thinking to lateral thinking

### Required Readings

* Calley, N.G. (2011). Establish a research basis for program design. In *Program development in the 21st century: An evidence-based approach to design, implementation, and evaluation* (pp. 73-95). Thousand Oaks, CA: SAGE Publications, Inc
* Ford, J.D., Ford, L.W. & D'Amelio, M. (2012) Qualitative challenges for complexifying organizational change research: Context, voice, and time. *Journal of Applied Behavioral Science 48:*2 121-134.
* Schwartz, Beverly (2012). Part One: Restructuring institutional norms (pp. 18-63) *Rippling:How social entrepreneurs spread innovation throughout the world.* San Francisco: Jossey-Bass.

| **Unit 5 The process of social innovation** |  |
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**Topics**

* From inception to impact
* Sustainability vs. disruption
* Framing/reframing
* Imagining solutions

**Required readings**

* Seelig, Tina (2012). *inGenius: A crash course on creativity.* New York: Harper Collins.**n**

**it6 Leveraging social innovation**

| **Unit 6 Leveraging social innovation** |  |
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**Topics**

* Traditional social change models: Community organizing and community development
* Civic and social entrepreneurship.
* Social media and innovation-forecasting
* Data driven and consumer-driven change

**Required readings**

* Nandan, M., & Scott, P. A. (2013). Social entrepreneurship and social work: The need for a transdisciplinary educational model. *Administration in Social Work*, *37* (3), 257-271.
* Schwartz, Beverly (2012). *Rippling: How social entrepreneurs spread innovation throughout the world.* San Francisco: Jossey-Bass. Part Three (pp.104-155) & Part Four (pp. 156-199.

**Recommended Reading**

* Constantino, R., Wu, L., de la Cruz, D., Burroughs, J., Hwang, J.G., Henderson, A., Braxter, B. (2014). Exploring the Feasibility of Text Messaging Intervention in Intimate Partner Violence. *Open Journal of Nursing 4,* 528-537, Published Online June 2014 in SciRes. http://www.scirp.org/journal/ojn <http://dx.doi.org/10.4236/ojn.2014.47056>
* Lefebvre, R. C. (2012). Transformative social marketing: co-creating the social marketing discipline and brand. *Journal of Social Marketing*, *2*(2), 118-129.

| **Unit 7:** The Three Traditional Domains |  |
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The three traditional domains for addressing US societal needs

### Topics

* Public
* Private, non-profit
* Private, for-profit
* Hybrid organizations as the wave of the future?

**Required readings**

Rainey, H.G., & Bozeman, B. (2006). Comparing public and private organizations: Empirical research and the power of the a priori. *Journal of Public Administration Research and Theory, 10,* 447-470. Yale University Press.

Seal, K. (2014). Executive level management in nonprofit organizations. In K. Seal & V. Murray (Eds.) The Management of nonprofit and charitable organizations in Canada, (3rd ed.) (Chapter 4). LexisNexis: Canada.

| **Unit 8: Culture of collaboration & mutual responsibility** |  |
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**Topics**

* Creating a culture in which each employee is a partner for change
* Collaborating for best interest of the social service agency is a challenge for all managers.
* Forming a culture of inter-structural collaboration: partnerships
* Avoiding cliques and niches
* Enhancing organization commitments

**Required readings**

Beyerlein, M., Han, S.J., Prasad, A.(2018). A multilevel model of collaboration and creativity.

 In Reiter-Palmon, R., *Team creativity and innovation* (195-224). New York, NY: Oxford

 University Press.

Markus, S., & Sridevi, M. S. (2010). Employee engagement: The key to improving performance. International Journal of Business and Management, 5(12), 89-96.

NY Times series on Amazon

<http://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html?smid=nytcore-ipad-share&smprod=nytcore-ipad&_r=0>

| **Unit 9 Consolidation and continuity in turbulent times**  |  |
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**Topics**

* Creating new perspectives and solutions to “wicked problems”
* Sustaining and building on “what works”
* Unexpected change and unintended consequences

**Required readings**

Calhoun, A., Mainor, A., Moreland-Russell, Maier, R.C., Brossart, L., Luke, D.A. (2014). Using the program sustainability assessment tool to assess and plan for sustainability. *Prev Chron Dis, 11:130185.* DOI: http://dx.doi.org/10.5888/pcd11.130185.

 Chambers, D.A., Glasgow, R.E., Stange, K.C. (2013). The dynamic sustainability framework: addressing the paradox of sustainment and ongoing change. *Implementation Science,* 8:117. <https://implementationscience.biomedcentral.com/articles/10.1186/1748-5908-8-117>

 McConnell, A. (2018). Rethinking wicked problems as political problems and policy problems.

 *Policy & Politics* 46(1), 165-180. https://doi.org/10.1332/030557317X15072085902640

 Stirman, S.W., Kimberly, J., Cook, N., Calloway, A., Castro, F., Charns, M. (2012). The sustainability of new programs and innovations: a review of the empirical literature and recommendations for future research. *Implementation Science, 7(17), 1-19.*

**Recommended reading**

Srivastva, S., & Fry, R. E. (2010). Executive and organizational continuity: Managing the paradoxes of stability and change. San Francisco: Jossey Bass.

| **Unit 10** Culture of conflict  |  |
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**Topics**

* Recognizing different world views
* Egos and expertise
* Conflict vs. “group think”
* Creative tension vs. destructive work culture

**Required readings**

Gelfand, M. J., Leslie, L. M., & Keller, K. M. (2008). On the etiology of conflict cultures. Research in Organizational Behavior, 28, 137–166.

Kerwin, S., Doherty, A., & Harman, A. (2011). “It’s not conflict, it’s differences of opinion”: An in-depth examination of conflict in nonprofit boards. Small Group Research, 42 (562-594).

Stoltzfus, K., Stohl, C. & Seibold, D. R. (2011). Managing organizational change: Paradoxical problems, solutions, and consequences. *Journal of Organizational Change Management, 24*(3), 349-367.

| **Unit 11** Diversity |  |
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**Topics**

* White supremacy and male patriarchy
* Impact of societal racism and sexism on innovation
* Intersectionality

**Required readings**

Chapman, D. D. & Gedro, J. (2009). Queering the HRD Curriculum: Preparing Students for Success in the Diverse Workforce *Advances in Developing Human Resources* Vol. 11, No. 1 95-108

Eikhof, D. R. (2012),"A double-edged sword: twenty-first century workplace trends and gender equality", *Gender in Management: An International Journal,* Vol. 27 Iss 1 pp. 7 - 22
Permanent link to this document:
http://dx.doi.org/10.1108/17542411211199246

McGowan, P., Redeker, C.L., Cooper, S.Y. & Greenan, K. (2012). Female entrepreneurship and the management of business and domestic roles: Motivations, expectations and realities*. Entrepreneurship & Regional Development Vol. 24, Nos. 1–2*, 53–72.

Teasley, M.L., Schiele, J.H., Adams, C., & Okilwa, N.S. (2019). In Bent-Goodley, T.B., Williams, J.H., Teasley, M.L., & Gorin, S.H. *Grand challenges for society: Evidence-based social work practice* (pp. 483-491).Washington, DC: NASW Press

**Recommended readings**

**Coates, T.(2015).** ***Between the world and me***, **New York,** **NY:** [**Spiegel & Grau**](https://en.wikipedia.org/wiki/Spiegel_%26_Grau)**.**

| **Unit 12 D**iversity between generations |  |
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**Topics**

* Generational awareness in the work place
* Boomers, Gen-X, and Millennials

**Required readings**

Chaudhuri, S. & Ghosh, R. (2011). Reverse Mentoring: A Social Exchange Tool for Keeping the Boomers Engaged and Millennials Committed. *Human Resource Development Review* 2012 11:1 55-76.

Forbes Magazine (3/07/2013). 7 Surprising ways to motivate millennial workers. Retrieved from: <http://www.forbes.com/sites/jennagoudreau/2013/03/07/7-surprising-ways-to-motivate-millennial-workers/>

Johnson, M. J., NG., E. E. (2015). Money talks or millennials walk: The effect of compensation on nonprofit millennial workers sector-switching intentions. *Review of Public Personnel Administration,*

<https://www.psychologytoday.com/blog/diverse-and-competitive/201506/money-talks-or-millennials-walk>

Smith, S. D., & Galbraith, Q. (2012). Motivating millennials: Improving practices in recruiting, retaining, and motivating younger library staff. *The Journal of Academic Librarianship, 38(3)*, 135-144.

Twenge, J. M., Campbell, S. N., Hoffman, B. J., & Lance, C. E., (2010). Generational differences in work values: Leisure and extrinsic values increasing, social and intrinsic values decreasing. *Journal of Management, 36 (5),* 1117-1142.

**Recommended Readings**

Markus, S., & Sridevi, M. S. (2010). Employee engagement: The key to improving performance.

 *International Journal of Business and Management, 5(12),* 89-96.

Norman-Major, K. (2011). Balancing the four Es: Or can we achieve equity for social equity in public administration? *Journal of Public Affairs Education, 17(2),* 233-252.

| **Unit 13 Creating an Inclusive Workplace** |  |
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| * Practical Steps for Creating an Inclusive Workplace

**Required readings**Mor Barak, M.E. (2017).Practical Steps for Creating an Inclusive Workplace: Climate for Diversity, Climate for Inclusion, and Survey Scales. In Mor Barak, M.E. (4th edition). *Managing diversity: Toward a globally inclusive workplace* (pp. 301-313). Thousand Oaks, CA: SAGE.Mor Barak, M.E. (2017).Toward a globally inclusive workplace: Putting the pieces together. In Mor Barak, M.E. (4th edition). *Managing diversity: Toward a globally inclusive workplace* (pp. 314-319). Thousand Oaks, CA: SAGE.Okoro, E.A. & Washington, M.C. (2012). Workforce diversity and organizational communication: Analysis of human capital performance and productivity, *Journal of Diversity Management,* 7(1) 57-62.

| **Unit 14 (Weeks 14-15) Putting it all together –Student presentations**  |  |
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**University Policies and Guidelines**

# Attendance Policy

At the doctoral level, attendance and interaction around ideas are essential. Students are expected to notify the instructor by telephone or email of any anticipated absence.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers that scheduled final examinations which might conflict with students’ observance of a holy day. Students must make arrangements in advance to complete class work that will be missed or to reschedule an examination due to observance of holy days.

# 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](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](https://urldefense.proofpoint.com/v2/url?u=http-3A__www.suicidepreventionlifeline.org_&d=DwMFAg&c=clK7kQUTWtAVEOVIgvi0NU5BOUHhpN0H8p7CSfnc_gI&r=_36nnFETM-Q6pZ6iq9FbkRLnOqB2hAKf3hpB7emICZo&m=E2UsZJRCMqi9OEfKUeqk9Y1uY3eDgl_cjSeDni9P-3s&s=twu831aNHupJnoiSEzsXZ1lmq9yCzJvEv35V5v5dYAY&e=)

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*USC Student Health Sexual Assault & Survivor Support:*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <https://policy.usc.edu/reporting-to-title-ix-student-misconduct/>

*USC Policy Reporting to Title IX– (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [https://policy.usc.edu/reporting-to-title-ix-student-misconduct/](https://equity.usc.edu/)

*Bias Assessment Response and Support*

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

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic.<https://studentaffairs.usc.edu/ssa/>

*Diversity at USC –* [*https://diversity.usc.edu/*](https://diversity.usc.edu/)

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

# 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.”

# 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.

# 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.

# 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.

# Complaints

Please direct any concerns about the course with the instructor first.  If you are unable to discuss your concerns with the instructor, please contact the faculty course lead.  Any concerns unresolved with the course instructor or faculty course lead may be directed to the student’s advisor and/or the Chair of your program.

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.*