USC Suzanne Dworak-Peck
School of Social Work

Social Work 648

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:	City Center, Faculty Office E	**Course Location:**	City F	
Office Hours:	Tuesday, 12:00 to 1:00 p.m.			

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 Assessment	Unit 6	20%
Assignment 2: Financial Assessment	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 Assessment (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 Assessment (25% of Course Grade)

This is an individual assignment. Students will perform a financial assessment 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 Resources for APA Style

https://apastyle.apa.org/

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Recommended Websites

Center for Nonprofit Management
   http://www.cnmsocal.org/

Network for Social Work Management
   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
   https://libguides.usc.edu/c.php?g=234929&p=1559180

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

Course Overview

Unit	Topics	Assignments
	MODULE 1: ANALYTICAL FRAMEWORK	
1	Organizational Development • Becoming a manager • Social Work Management Competencies • Organizational development	
2	Organizational Theories • Classical Management Theories • Behavioral Management Theories • Modern Management Theories • Organizational Design • Organizational Governance	
3	Organizational Culture • Assessing and shaping organizational culture • Competing Values Framework • Diversity, equity, and inclusion • Cross system collaboration	
4	Strategic Management • Components of strategic planning • Environmental scanning • Mission and vision • Developing strategies	
5	Personnel and Team Management • Effective Supervision • Stages of team development • Dysfunctions of teams • Building a diverse team	
	MODULE 2: RESOURCE MANAGEMENT	
6	Financial Management • Importance of financial management • Introduction to budgets • Introduction to financial statements • Financial analysis	**ASSIGNMENT 1**
7	Financial Management • Types of budgets • Budget development • Budget monitoring and adjustment • Understanding financial statements • Financial analysis	
8	Forecasting and Cost Analysis • Forecasting • Cost Analysis	

Unit	Topics	Assignments
9	Fund Development • Sources of funding • Developing a fundraising plan • Competitive advantage	
	MODULE 3: MANAGING ORGANIZATIONAL CHANGE	
10	Managing Change • Introduction to change management • Internal and external drivers of organizational change • Leading change	**ASSIGNMENT 2**
11	Implementing Change • Resistance and change • Role of communication • Motivation for change • Implementing change	
	MODULE 4: MANAGING INNOVATION	
12	Innovation • Creativity vs. innovation • Models of innovation • Disruptive Innovation • Enabling the creative process at work	
13	Innovation • Social innovation • Implementing innovation	
14	Communication • Business communication • Oral and written presentations • The power of storytelling	**ASSIGNMENT 3**
15	Presentations	**ASSIGNMENT 4**

Course Schedule—Detailed Description

Module 1: Analytical Framework

Unit 1:   Organizational Development

Topics:
- Becoming a manager
- Social Work Management Competencies
    - Executive Leadership
    - Resource Management
    - Strategic Management
    - Community Collaboration
- Organizational development
    - Planned change
    - Participation of change agent
    - Emphasis of intervention

Required Resources
Read:
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.

Austin, M., Regan, K., Gothard, S. & Carnochan, S. (2013). "Becoming a Manager in Nonprofit Human Services Organizations: Making the Transition from Generalist to Specialist". *Administration in Social Work* 37 (4) p. 372-385*

Hurst, T. E., & Hurst, P. W. (2017). White Bear Syndrome: Recognizing Potential Roadblocks in Transitioning from Practitioner to Leader. *Human Service Organizations: Management, Leadership & Governance*, 41(4), 438–447. doi: 10.1080/23303131.2017.1281857

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

Watch:
https://www.youtube.com/watch?v=gN0Ok9erBHQ

Explore:
http://www.odnetwork.org/

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

https://socialworkmanager.org/competencies/

Unit 2:   Organizational Theories

Topics:
- Classical Management Theories
    - Beaurecratic (Weber)
    - Scientific Management (Taylor)
    - Administrative (Fayol)
- Behavioral Management Theories
    - Human Relations Theory (Mayo)
    - Theory X and Theory Y (McGregor)
    - Theory Z (Ouichi)
- Modern Management Theories
    - Management by Objectives (Drucker)
    - Contingency Theory (Burns and Stalker)
    - Open Systems (von Bertalanffy, Katz & Kahn)
    - Total Quality Management (Deming)
    - Four Frame Model (Bolman & Deal)
- Organizational Design
- Organizational Governance

Required Resources
Read:
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.

Watson, L. & Hegar, H. (2013). "The Tri-Sector Environment of Social Work Administration: Applying Theoretical Orientations." *Administration in Social Work* 37 (3) p. 215-226.

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

Explore:
https://www.councilofnonprofits.org/tools-resources/board-roles-and-responsibilities

Unit 3:   Organizational Culture

Topics:
- Assessing and shaping organizational culture
- Competing Values Framework
- Diversity, equity, and inclusion
- Cross system 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.

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.

Schein, E.H. & Schein, P. (2016). Defining the structure of culture. In *Organizational culture and leadership* (pp. 1-30). USA: John Wiley & Sons.

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

https://www.youtube.com/watch?v=WDFqEGI4QJ4

Explore:
http://racetolead.org/women-of-color/

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

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

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

Unit 4: Strategic Management

Topics:
- Components of strategic planning
- Environmental scanning (SWOT Analysis, Stakeholder Analysis)
- Mission and vision
- Developing strategies

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.

Arend, R. J., Zhao, Y. L., Song, M., & Im, S. (2015). Strategic planning as a complex and enabling managerial tool. *Strategic Management Journal*, 38(8), 1741–1752. doi: 10.1002/smj.2420

Roth, W. F. (2015). Strategic Planning as an Organization Design Exercise. *Performance Improvement*, 54(6), 6–12. doi: 10.1002/pfi.21487

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: Personnel and Team Management

Topics:
- Effective Supervision
- Communication
- Stages of team development
- Dysfunctions of teams
- Building a diverse team

Required Resources
Read:
Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Developing and managing human resources. In *Management of human service programs* (pp. 117-139)*.* USA: Thomson Brooks/Cole.

Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Building supervisory relationships. In *Management of human service programs* (pp. 140-162)*.* USA: Thomson Brooks/Cole.

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.

Schweitzer, D., Chianello, T. & Kothari, B. (2013). "Compensation in Social Work: Critical for Satisfaction and a Sustainable Profession". *Administration in Social Work*, 37 (2): p.147-157.

Barak, M. E. M. (2015). Inclusion is the Key to Diversity Management, but What is Inclusion? *Human Service Organizations Management, Leadership & Governance*, 39(2), 83–88. doi: 10.1080/23303131.2015.1035599

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

Explore:
http://www.tablegroup.com/books/dysfunctions

https://www.missionbox.com/article/144/employee-compensation-2020-best-practices-for-nonprofits

Module 2: Resource Management

Unit 6:   Financial Management

Topics:
- Importance of financial management
- Introduction to budgets
    - Types of revenue: unrestricted, temporarily restricted, permanently restricted
    - Types of expenses: direct, indirect, allocated
- Other types of revenue and expense: In-kind revenue and capital
- Introduction to financial statements
    - Types of assets: current, fixed, other
    - Types of liabilities: current, long-term, contingent
- Cash vs. accrual accounting
- Financial analysis
    - The 7 ratios

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

Required Resources
Read:
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.

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.

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

https://www.youtube.com/watch?v=bfAzi6D5FpM

Explore:
https://www.councilofnonprofits.org/tools-resources/budgeting-nonprofits

https://trust.guidestar.org/why-is-overhead-a-punishable-offense-for-nonprofits

Unit 7:   **Financial Management**

Topics:
- Types of budgets
- Budget development
- Budget monitoring and adjustment
- Understanding financial statements
- Financial analysis

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:
https://www.councilofnonprofits.org/tools-resources-categories/financial-management

Unit 8:　　　Forecasting and Cost Analysis

Topics:
- Forecasting
- Cost analysis

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

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

Cordes, J. J. (2017). Using cost-benefit analysis and social return on investment to evaluate the impact of social enterprise: Promises, implementation, and limitations. *Evaluation and Program Planning*, 64, 98–104. doi: 10.1016/j.evalprogplan.2016.11.008

Lecy, J. D., & Searing, E. A. M. (2014). Anatomy of the Nonprofit Starvation Cycle. *Nonprofit and Voluntary Sector Quarterly*, 44(3), 539–563. doi: 10.1177/0899764014527175

Explore:
https://www.bridgespan.org/bridgespan/Images/articles/nonprofit-cost-analysis-toolkit/NonprofitCostsAnalysisToolkit.pdf

Unit 9　　　Fund Development

Topics:
- Sources of funding
  - Grants
  - Charitable giving
  - Fees for service
  - Social ventures
  - Crowdfunding
- Developing a fundraising plan
- Competitive advantage

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

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.

Cheng, Y. (D., & Yang, L. (K. (2018). Providing Public Services Without Relying Heavily on Government Funding: How Do Nonprofits Respond to Government Budget Cuts? *The American Review of Public Administration*, 49(6), 675–688. doi: 10.1177/0275074018806085

Watch:
http://www.kiva.org/about

Explore:
https://nonprofitquarterly.org/competitive-positioning-why-knowing-your-competition-is-essential-to-social-impact-success/

https://www.classy.org/blog/create-strategic-fundraising-plan-youll-actually-stick/

https://www.compasspoint.org/sites/default/files/documents/CreatingFRplan%20manualrev8.16.pdf

Module 3: Managing Organizational Change

Unit 10:   Managing Change

Topics:
- Introduction to change management
- Internal and external drivers of organizational change
- Leading Change

Required Resources
Read:
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.

Prosci Inc. (n.d.). An Introduction to Change Management - Free Guide. Retrieved December 12, 2019, from https://empower.prosci.com/introduction-to-change-management-guide.

Prosci. (n.d.). Five Levers of Change Management. Retrieved December 12, 2019, from https://www.prosci.com/resources/articles/five-levers-of-organizational-change-management.

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

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
- Motivation for Change
- Implementing Change

Required Resources
Read:
Grimolizzi-Jensen, C. J. (2017). Organizational Change: Effect of Motivational Interviewing on Readiness to Change. *Journal of Change Management*, 18(1), 54–69. doi: 10.1080/14697017.2017.1349162

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.

Mcguinness, S., & Cronin, H. (2016). Examining the relationship between employee indicators of resistance to changes in job conditions and wider organisational change. *Evidence-Based HRM: a Global Forum for Empirical Scholarship*, 4(1), 30–48. doi: 10.1108/ebhrm-04-2015-0013

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

Watch:
https://www.youtube.com/watch?v=-XYxudAQk5w

Explore:
http://cnmsocal.org

https://medium.com/org-hacking/advise-the-rider-steer-the-elephant-and-shape-the-path-heath-153b12003436

Module 4: Managing Innovation

Unit 12:   Innovation

Topics
- Creativity vs. innovation
- Models of innovation
- Disruptive Innovation
- Enabling creative process at work

Required Resources
Read:
Razzouk, R., & Shute, V. (2012). What Is Design Thinking and Why Is It Important? *Review of Educational Research*, 82(3), 330–348. doi: 10.3102/0034654312457429

Mirvis, P., Herrera, M. E. B., Googins, B., & Albareda, L. (2016). Corporate social innovation: How firms learn to innovate for the greater good. *Journal of Business Research*, 69(11), 5014–5021. doi: 10.1016/j.jbusres.2016.04.073

Rhee, L., & Leonardi, P. M. (2017). Which Pathway to Good Ideas? An Attention-Based View of Innovation in Social Networks. *SSRN Electronic Journal*. doi: 10.2139/ssrn.3070898

Brown, T. (2008). Design thinking. *Harvard Business Review,* 86(6): 84-92.

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

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

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

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

Unit 13:   Innovation

Topics
- Social innovation
- Implementing innovation

Required Resources
Read:
Shapira, H., Ketchie, A., & Nehe, M. (2017). The integration of Design Thinking and Strategic Sustainable Development. *Journal of Cleaner Production*, 140, 277–287. doi: 10.1016/j.jclepro.2015.10.092

Kummitha, R. K. R. (2018). Institutionalising design thinking in social entrepreneurship. *Social Enterprise Journal*, 14(1), 92–107. doi: 10.1108/sej-12-2016-0059

Vechakul, J., Shrimali, B. P., & Sandhu, J. S. (2015). Human-Centered Design as an Approach for Place-Based Innovation in Public Health: A Case Study from Oakland, California. *Maternal and Child Health Journal*, 19(12), 2552–2559. doi: 10.1007/s10995-015-1787-x

Watch:
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://www2.deloitte.com/us/en/pages/about-deloitte/topics/innovation-at-deloitte.html

Unit 14:   Communication

Topics
- Business communication
- Oral and written presentations
- The power of storytelling

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.

Kent, M. L. (2015). The power of storytelling in public relations: Introducing the 20 master plots. *Public Relations Review*, 41(4), 480–489. doi: 10.1016/j.pubrev.2015.05.011

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

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 (xxx@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.   ADDITIONAL RESOURCES

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

XIII.   STATEMENT ABOUT INCOMPLETES

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

XIV.   POLICY ON LATE OR MAKE-UP WORK

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

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

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

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

XVII. 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.

XVIII. 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 MSW Chair Dr. Leslie Wind for further guidance.

XIX.   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.