

**Social Work 648  
Section 60479**

**Spring 2022**

**Management and Organizational Development for Social Workers**

**3 Units**

<b>Instructor:</b>	Rick Newmyer, MSW	<b>Course Day:</b>	Tuesday
<b>Email:</b>	<a href="mailto:newmyer@usc.edu">newmyer@usc.edu</a>	<b>Course Time:</b>	4:10 to 7:00 p.m.
<b>Telephone:</b>	619.370.1350	<b>Course Location:</b>	WPH 102
<b>Office:</b>	TBA		
<b>Office Hours:</b>	Tuesday 11:30 a.m. to 12:30 p.m. Other days/times by arrangement		

**COURSE PREREQUISITES**

SOWK 506, SOWK 536, SOWK 544, and SOWK 546

**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.

**COURSE DESCRIPTION**

This course examines theories on the roles, functions, and responsibilities of managers and leaders of health and human services organizations. 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, managing change, and designing services in complex settings.

## COURSE OBJECTIVES

#	Objectives
1	Increase knowledge of management theories and practices and their application to health and human service organizations.
2	Assess the internal and external environments of organizations including diversity, cultural responsiveness, and stakeholder engagement.
3	Demonstrate competency in financial management skills including budget development, financial analysis, and creating organizational sustainability.
4	Develop innovative strategies to solve problems and increase organizational effectiveness.
5	Gain practical skills to effectively lead organizational change.

## 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. 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 (for ground/online students) or the Virtual Academic Center Platform (for VAC students). It will facilitate student learning, communication and interaction, as well as access to instructor.

## 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

See **Appendix A** for an expanded table, which details the competencies and dimensions of competence highlighted in this course. The table also shows the course objective(s), behaviors/indicators of competence, and course content and assignments related to each competency highlighted in the course.

## COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% Of Final Grade
Assignment 1: Organizational Assessment	Unit 6	30%
Assignment 2: Financial Assessment	Unit 10	30%
Assignment 3: Group Presentation	Units 14 & 15	30%
Meaningful Class Participation	Ongoing	10%

### Assignment 1: Organizational Assessment (30% of Course Grade)

This is an individual assignment. Students will perform an analysis of a health and human services organization including an assessment of cultural responsiveness and diversity. The full assignment prompt will be posted and reviewed in class.

Due: Unit 6

### Assignment 2: Financial Assessment (30% of Course Grade)

This is an individual assignment. Students will perform a financial assessment, make recommendations to strengthen an organization's financial position, and respond to a budget scenario. The full assignment prompt will be posted and reviewed in class.

Due: Unit 10

### Assignment 3: Group Presentation (30% of Course Grade)

This is a group assignment. Groups will create a 20-minute presentation including a vision, environmental scan, strategies, and implementation plan for a health and human services organization. The full assignment prompt will be posted and reviewed in class.

Due: Powerpoints for all teams are due Unit 14.

In-Class presentations will take place during Units 14 and 15.

### 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.

Class grades will be based on the following:

Grade Points		Letter Grades	
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-

See **Appendix B** for additional details regarding the definitions of grades and standards established by faculty of the School.

### **Attendance and Participation**

Students' active involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected. Having more than two unexcused absences in class may result in the lowering of the grade. For VAC and remote/hybrid Ground courses, substantive participation includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two or more asynchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

### **Class participation will be assessed according to the following criteria:**

“A” grade range: Very Good to Outstanding Participation: Contributions in class reflect thorough preparation, and participation is substantial. Ideas offered are always substantive. Regularly provides one or more major insights and comments that provoke deeper thought. If this person were not a member of the class, the quality of discussion and class activities would be diminished markedly.

“B” grade range: Good Participation: Contributions in class reflect solid preparation. Ideas offered are usually substantive, and participation is regular. Provides generally useful insights and some comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

“C+” or “C”: Adequate Participation: Contributions in class reflect some preparation. Ideas offered are somewhat substantive. Provides some insights, but seldom offers comments that provoke deeper thought. Participation is somewhat regular. If this person were not a member of the class, the quality of discussion would be diminished slightly. Please note: The minimum passing grade at the graduate level is “C”.

“C-” or “D”: Inadequate Participation: Says little in class and does not adequately participate in activities or present insights or ideas. Does not appear to be engaged. Submits late work. If this person were not a member of the class, the quality of discussion would not be affected.

“F”: Nonparticipant/Unsatisfactory Participation: Misses class. When present, contributions in class, if any, reflect inadequate preparation. Ideas offered are seldom substantive, and behavior may be inappropriate and/or disrespectful. Unable to work effectively on in-class assignments/activities and detracts from the learning process. Regularly misses assignment deadlines, if work is submitted at all.

**REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**

**Required Textbooks**

Lewis, J. A., Packard, T. R., & Lewis, M. D. (2012). *Management of Human Service Programs*. Brooks/Cole.

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

Course Readings: Available on ARES. **Note:** Additional required and recommended readings may be assigned by the instructor throughout the course.

Case Studies: Available on Blackboard.

## Course Overview

Unit	Topics	Assignments	Case Study
1	Introduction to Management <ul style="list-style-type: none"> <li>Management theories</li> <li>Organizational design and governance</li> </ul>		Conflict of Interest: Dream it Do It
2	Becoming a Manager <ul style="list-style-type: none"> <li>Transitioning from peer to manager</li> <li>Social Work Management Competencies</li> </ul>	Complete CliftonStrengths Assessment	N/A
3	Managing Human Resources <ul style="list-style-type: none"> <li>Effective supervision</li> <li>Motivation and engagement</li> </ul>		Employee Substance Abuse: The Unexpected Truth
4	Managing Teams <ul style="list-style-type: none"> <li>Stages of team development</li> <li>Dysfunctions of teams</li> </ul>		Policies and Procedures for Staff Members in Crisis: A Tragedy with Ripple Effects
5	Organizational Culture <ul style="list-style-type: none"> <li>Competing Values Framework</li> <li>Diversity, equity, and inclusion</li> </ul>		Toxic Leadership: The Queen Bee
6	Introduction to Financial Management <ul style="list-style-type: none"> <li>Introduction to budgets</li> <li>Introduction to financial statements</li> </ul>	Assignment 1 due	The Organic Nonprofit: Feet First
7	Budgets <ul style="list-style-type: none"> <li>Budget development</li> <li>Budget monitoring and adjustments</li> </ul>		Decision Making: The Spoils of a Budget Surplus
8	Financial Analysis <ul style="list-style-type: none"> <li>Ratio analysis</li> <li>Cost analysis</li> </ul>		Accounting for Fundraising Costs: Helping Those Most in Greed
9	Fund Development <ul style="list-style-type: none"> <li>Sources of funding</li> <li>Developing a fundraising plan</li> <li>Competitive advantage</li> </ul>		Social Media: A Fundraising Cure or Potent Virus
10	Strategic Management <ul style="list-style-type: none"> <li>Environmental scanning</li> <li>Mission and vision</li> <li>Developing strategies</li> </ul>	Assignment 2 due	Setting Strategy: Finding Your Organization's North Star
11	Managing Change <ul style="list-style-type: none"> <li>Internal and external drivers of change</li> <li>Leading Change</li> </ul>		Transforming Housing Services: Clackmannanshire Council
12	Implementing Change <ul style="list-style-type: none"> <li>Resistance and change</li> <li>Motivation for change</li> </ul>		West Village Community Services
13	Communication and Marketing <ul style="list-style-type: none"> <li>Oral and written communication</li> <li>Business communication</li> <li>Social media</li> </ul>		Devising Marketing Strategies: Regaining Relevance
14	Group Presentations	Assignment 3 due	N/A
15	Group Presentations and Course Wrap-Up		N/A

## Course Schedule—Detailed Description

### Unit 1: Introduction to Management

#### Topics:

- Classical Management Theories
- Behavioral Management Theories
- Modern Management Theories
- 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). Brooks/Cole.

Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Creating organizational designs. In *Management of human service programs* (pp. 101-116). 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.  
<https://doi.org/10.1080/03643107.2012.676609>

Essentials Board (2012). Creating organizational learning and change using Bolman's and Deal's Four Frames of Organizations. AFE Essentials, pp 1-9. Retrieved December 31, 2021, from [https://cdn.ymaws.com/www.afa1976.org/resource/collection/6D2FA60A-55B9-4173-9CE4-72C79A097391/Creating\\_Organizational\\_Learning\\_and\\_Change.pdf](https://cdn.ymaws.com/www.afa1976.org/resource/collection/6D2FA60A-55B9-4173-9CE4-72C79A097391/Creating_Organizational_Learning_and_Change.pdf)

##### *Explore:*

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

##### **Case Study:**

- Conflict of Interest: Dream It Do It

## Unit 2: Becoming a Manager

### Complete the CliftonStrengths Assessment

- Go to <https://store.gallup.com/p/en-us/10108/top-5-cliftonstrengths>
- Add *Top 5 CliftonStrengths* to your cart
- Create an account (or sign in if you already have one)
- Complete the checkout process (**the assessment costs \$19.99**)
- You will receive instructions on how to take the assessment
- Complete the assessment (it takes approximately 30 minutes)
- Review your personalized CliftonStrengths reports
- Be prepared to discuss your top 5 CliftonStrengths in class

### Topics:

- Becoming a manager
- Your strengths and values
- Social Work Management Competencies
  - Executive Leadership
  - Resource Management
  - Strategic Management
  - Community Collaboration

### 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). Brooks/Cole.

Austin, M.J., Regan, K., Gothard, S., & Carnochan, S. (2013). Becoming a Manager in Nonprofit Human Service Organizations: Making the Transition from Specialist to Generalist. *Administration in Social Work*, 37(4), 372–385.  
<https://doi.org/10.1080/03643107.2012.715116>

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.  
<https://doi.org/10.1080/23303131.2017.1281857>

Buckingham, M. (2021, August 30). What great managers do. Harvard Business Review. Retrieved December 31, 2021, from <https://hbr.org/2005/03/what-great-managers-do>

#### Explore:

<https://socialworkmanager.org/competencies/>

### Case Study:

- No case this week

### Unit 3: Managing Human Resources

#### Topics:

- Effective Supervision
- Motivation
- Employee engagement

#### 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). Brooks/Cole.

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

Brooks, A.W. & John, L. K. (2018). The surprising power of questions. *Harvard Business Review*, 96(3), 60–67. Retrieved December 31, 2021, from <https://hbr.org/2018/05/the-surprising-power-of-questions>

##### Explore:

<https://www.councilofnonprofits.org/tools-resources/compensation-nonprofit-employees>

#### Case Study:

- Employee Substance Abuse: The Unexpected Truth

### Unit 4: Managing Teams

#### Topics:

- Stages of team development
- Dysfunctions of teams
- Building a diverse team

#### Required Resources

##### Read:

Braun, Kozlowski, S. W. J., Brown, T. A. (Rench), & DeShon, R. P. (2020). Exploring the Dynamic Team Cohesion–Performance and Coordination–Performance Relationships of Newly Formed Teams. *Small Group Research*, 51(5), 551–580.  
<https://doi.org/10.1177/1046496420907157>

Delizonna, L. (2021). High performing teams need psychological safety. In *HBR guide to collaborative teams*. Harvard Business Review Press.

Gino, F. (2021). Cracking the code of sustained collaboration. In *HBR guide to collaborative teams*. Harvard Business Review Press.

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. <https://doi.org/10.1080/23303131.2015.1035599>

Johnson, S. K., Hekman, D. R., & Chan, E. T. (2016). If there's only one woman in your candidate pool, there's statistically no chance she'll be hired. *Harvard Business Review*. Retrieved <https://hbr.org/2016/04/if-theres-only-one-woman-in-your-candidate-pool-theres-statistically-no-chance-shell-be-hired>

**Explore:**

<http://www.tablegroup.com/books/dysfunctions>

**Case Study:**

- Policies and Procedures for Staff Members in Crisis: A Tragedy with Ripple Effects

## Unit 5: Organizational Culture

**Topics:**

- Assessing and shaping organizational culture
- Competing Values Framework
- Diversity, equity, and inclusion

**Required Resources**

**Read:**

Hartnell, C., 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), 677–694. <https://doi.org/10.1037/a0021987>

Bernstein, Bulger, M., Salipante, P., & Weisinger, J. Y. (2019). From Diversity to Inclusion to Equity: A Theory of Generative Interactions. *Journal of Business Ethics*, 167(3), 395–410. <https://doi.org/10.1007/s10551-019-04180-1>

Roy, A.L., & Perrin, C. (2021). Managing conflicts in the nonprofit sector through organizational culture change. *Journal of Organizational Change Management*, 34(1), 60–83. <https://doi.org/10.1108/JOCM-11-2016-0254>

**Explore:**

<https://www.inc.com/mark-coatney/corporate-culture-after-covid-19.html>

**Case Study:**

- Toxic Leadership: The Queen Bee

## Unit 6: Introduction to Financial Management

**Topics:**

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

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

**Required Resources**

**Read:**

Martin, L. L. (2001). Understanding financial statements. In *Financial management for human service administrators* (pp. 19-36). Allyn & Bacon.

Martin, L. L. (2001). Financial Analysis. In *Financial management for human service administrators* (pp. 55-61). Allyn & Bacon

Calabrese, T. (2013). Running on empty: The operating reserves of US nonprofit organizations. *Nonprofit Management and Leadership*, 23(3), 281-302.  
<https://doi.org/10.1002/nml.21064>

Germak, A. J. (2015). Financial Management. In *Essential Business Skills for Social Work Managers* (pp. 25-48). Taylor & Francis.

**Explore:**

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

**Case Study:**

- The Organic Nonprofit: Feet First

## Unit 7: Budgets

### Topics:

- Budget development
- Budget monitoring and adjustment
- Forecasting
- The 7 ratios

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 administrators* (pp. 65-75). Allyn & Bacon.

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

Martin, L. L. (2001). Forecasting. In *Financial management for human service administrators* (pp. 118-131). Allyn & Bacon.

Sucher, S.J., & Gupta, S. (2018). Layoffs that don't break your company: better approaches to workforce transitions. *Harvard Business Review*, 96(3), 122–129. Retrieved December 31, 2021, from <https://hbr.org/2018/05/layoffs-that-dont-break-your-company>

Searing, E.A.M., Wiley, K. K., & Young, S. L. (2021). Resiliency tactics during financial crisis: The nonprofit resiliency framework. *Nonprofit Management & Leadership*, 32(2), 179–196. <https://doi.org/10.1002/nml.21478>

#### Explore:

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

#### Case Study:

- Decision Making: The Spoils of a Budget Surplus

## Unit 8: Financial Analysis

### Topics:

- Ratio analysis
- Cost Analysis

This Unit relates to course objectives 1, 2, 3, and 4.

### Required Resources

#### Read:

- 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. <http://dx.doi.org/10.1016/j.evalprogplan.2016.11.008>
- Garven, S.A., Hofmann, M. A., & Mcswain, D. N. (2016). Playing the Numbers Game: Program Ratio Management in Nonprofit Organizations. *Nonprofit Management & Leadership*, 26(4), 401–416. <https://doi.org/10.1002/nml.21201>
- Lecy, J. D., & Searing, E. A. M. (2014). Anatomy of the Nonprofit Starvation Cycle. *Nonprofit and Voluntary Sector Quarterly*, 44(3), 539–563. <https://doi.org/10.1177/0899764014527175>
- Mitchell, G.E. & Calabrese, T. D. (2019). Proverbs of Nonprofit Financial Management. *American Review of Public Administration*, 49(6), 649–661. <https://doi.org/10.1177/0275074018770458>

**Explore:**

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

**Case Study:**

- Accounting for Fundraising Costs: Helping Those Most in Greed

**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 administrators* (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. <https://doi.org/10.1111/j.1540-6210.2012.02666.x>
- Cheng, Y. (Daniel) & Yang, L. (Kate). (2019). Providing Public Services Without Relying Heavily on Government Funding: How Do Nonprofits Respond to Government Budget

Cuts? *American Review of Public Administration*, 49(6), 675–688.  
<https://doi.org/10.1177/0275074018806085>

Hung, C. & Hager, M. A. (2019). The Impact of Revenue Diversification on Nonprofit Financial Health: A Meta-analysis. *Nonprofit and Voluntary Sector Quarterly*, 48(1), 5–27.  
<https://doi.org/10.1177/0899764018807080>

Ko, W.W. & Liu, G. (2020). The Transformation from Traditional Nonprofit Organizations to Social Enterprises: An Institutional Entrepreneurship Perspective. *Journal of Business Ethics*, 171(1), 15–32. <https://doi.org/10.1007/s10551-020-04446-z>

### Case Study:

- Social Media: A Fundraising Cure or a Potent Virus?

## Unit 10: Strategic Management

### Topics:

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

### Required Resources

#### Read:

Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Knowing the environment. In *Management of human service programs* (pp. 23-44). Brooks/Cole.

Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Planning and program design. In *Management of human service programs* (pp. 45-77). 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.  
<https://doi.org/10.1002/smj.2420>

Schoemaker, P.J.H., Krupp, S., & Howland, S. (2013). Strategic leadership: The essential skills. *Harvard Business Review*, 91(1-2), 131–147. Retrieved December 31, 2021, from <https://hbr.org/2013/01/strategic-leadership-the-esssential-skills>

### Case Study:

- Setting Strategy: Finding Your Organization’s North Star

## Unit 11: Managing Change

### Topics:

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

## Required Resources

### Read:

Rosenbaum, D., More, E., & Steane, P. (2017). A longitudinal qualitative case study of change in nonprofits: Suggesting a new approach to the management of change. *Journal of Management & Organization*, 23(1), 74–91. <https://doi.org/10.1017/jmo.2016.6>

Small, A., Gist, D., Souza, D., Dalton, J., Magny-Normilus, C., & David, D. (2016). Using Kotter's Change Model for Implementing Bedside Handoff: A Quality Improvement Project. *Journal of Nursing Care Quality*, 31(4), 304–309. <https://doi.org/10.1097/NCQ.0000000000000212>

Packard. (2019). Organizational change tactics in a homeless services agency. *Nonprofit Management & Leadership*, 30(2), 353–363. <https://doi.org/10.1002/nml.21386>

Yahaya, Z.S. (2020). Employee Inclusion During Change: The Stories of Middle Managers in Non-Profit Home Care Organizations. *Home Health Care Management & Practice*, 32(3), 165–171. <https://doi.org/10.1177/1084822320901442>

### Case Study:

- Transforming Housing Services: Clackmannanshire Council

## Unit 12: Implementing Change

### Topics:

- Resistance and change
- 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. <https://doi.org/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. <https://doi.org/10.1037/0021-9010.92.4.942>

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. <https://doi.org/10.1108/EBHRM-04-2015-0013>

### Explore:

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

**Case Study:**

- West Village Community Services

**Unit 13: Communication and Marketing**

**Topics:**

- Oral and written communication
- Business communication
- Social media

**Required Resources**

**Read:**

Sullivan, J. (2017). Section One: Your Content. In *Simply said: Communicating Better at work and beyond* (pp. 1–37). Wiley.

Germak, A. J. (2015). Marketing, sales, and communication. In *Essential Business Skills for Social Work Managers* (pp. 79-102). Taylor & Francis.

Hoefer, & Twis, M. K. (2018). Engagement techniques by human services nonprofits: A research note examining website best practices. *Nonprofit Management & Leadership*, 29(2), 261–271. <https://doi.org/10.1002/nml.21329>

**Case Study:**

- Devising Marketing Strategies: Regaining Relevance

**Unit 14: Group Presentations**

**Topics**

- Assignment 3 presentations

Renz, D.O. (2016). Conclusion: The future of nonprofit leadership and management. In *The Jossey-Bass Handbook of Nonprofit Leadership and Management* (pp. 734–745).

**Case Study:**

- No case this week

**Unit 15: Group Presentations and Course Wrap-Up**

**Topics**

- Assignment 3 presentations
- Course wrap-up

**Case Study:**

- No case this week

## **List of Appendices**

- A. Detailed Descriptions of Social Work Core Competencies Highlighted in this Course
- B. Definitions of Grades and Standards Established by Faculty of the School
- C. Recommended Instructional Materials and Resources
- D. Suzanne Dworak-Peck School of Social Work DEI Statement
- E. Statement on Academic Conduct and Support Systems

**Appendix A: Detailed Description of Social Work Core Competencies Highlighted in this Course**

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b> 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.</p>	<p>2. Assess the internal and external environments of organizations including diversity, cultural responsiveness, and stakeholder engagement.</p> <p>4. Develop innovative strategies to solve problems and increase organizational effectiveness.</p>	<p>6a. Apply theories of human behavior and the social environment to facilitate effective engagement with organizations and communities.</p>	<p>Cognitive and Affective Processes</p>	<p>Unit 1: Introduction to Management</p> <p>Unit 5: Organizational Culture</p> <p>Unit 3: Managing Human Resources</p> <p>Unit 4: Managing Teams</p> <p>Assignment 1: Organizational Analysis</p> <p>Assignment 3: Team Presentation</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b> 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.</p>	<p>1. Increase knowledge of management theories and practices and their application to health and human service organizations.</p> <p>3. Demonstrate competency in financial management skills including budget development, financial analysis, and creating organizational sustainability.</p> <p>4. Develop innovative strategies to solve problems and increase organizational effectiveness.</p> <p>5. Gain practical skills to effectively lead organizational change.</p>	<p>8a. Use knowledge of evidence-informed interventions to initiate actions that enhance the capacity and sustainability of organizations.</p>	<p>Skills</p>	<p>Unit 1: Introduction to Management</p> <p>Unit 5: Organizational Culture</p> <p>Unit 10: Strategic Management</p> <p>Unit 6: Introduction to Financial Management</p> <p>Unit 11: Managing Change</p> <p>Assignment 1: Organizational Analysis</p> <p>Assignment 2: Financial Analysis</p> <p>Assignment 3: Team Presentation</p>

The National Network of Social Work Managers Competencies: <https://socialworkmanager.org/competencies/>

## **Appendix B: Definitions of Grades and Standards Established by Faculty of the School**

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.

## Appendix C: Recommended Instructional Materials and Resources

### Recommended Guidebook for APA Style Formatting

*Publication manual of the American Psychological Association : the official guide to APA style.*  
(Seventh edition.). (n.d.). American Psychological Association.

### 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

<https://www.socialworkers.org/>

The Elements of Style

<http://www.bartleby.com/141/>

(Instructor Note: A rule book for writing)

USC Guide to Avoiding Plagiarism

<https://libraries.usc.edu/tutorial/avoiding-plagiarism>

<https://libguides.usc.edu/writingguide/plagiarism>

**Appendix D: Suzanne Dworak-Peck School of Social Work  
Diversity, Equity, and Inclusion Statement**

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the [NASW Code of Ethics](#), abide by the [CSWE Educational Policy and Accreditation Standards](#), and address the [American Academy of Social Work and Social Welfare, Grand Challenges for Social Work](#).

## Appendix E: University Policies and Guidelines

### 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](mailto: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 Policies and Procedures](#) for additional information on attendance policies.

### Statement on 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. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code.

Please familiarize yourself with the discussion of plagiarism, unauthorized recording of university classes, and other forms of academic dishonesty and misconduct in [SCampus](#), Part B, Section 11, "Behavior Violating University Standards," as well as information in [SCampus](#) and in the university policies on scientific misconduct.

### 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 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.

### **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.

### **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.

## Appendix F: Support Systems and Additional Resources

### Counseling and Mental Health

<https://studenthealth.usc.edu/counseling/>

Phone number (213) 740-9355

On call 24/7

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

### National Suicide Prevention Lifeline

<https://suicidepreventionlifeline.org/>

Phone number 1 (800) 273-8255

On call 24/7

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

### Relationship and Sexual Violence Prevention Services (RSVP)

<https://studenthealth.usc.edu/sexual-assault/>

Phone Number (213) 740-9355(WELL), press “0” after hours

On call 24/7

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

### USC Office of Equity, Equal Opportunity, and Title IX

<https://eetix.usc.edu/>

Phone number (213) 740-5086

Title IX Office (213) 821-8298

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

### Reporting Incidents of Bias or Harassment

[https://usc-advocate.symplicity.com/care\\_report/index.php/pid422659?](https://usc-advocate.symplicity.com/care_report/index.php/pid422659?)

Phone number (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

### The Office of Disability Services and Programs

<https://dsp.usc.edu/>

Phone number (213) 740-0776

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

### USC Campus Support and Intervention

<https://campussupport.usc.edu/>

Phone number (213) 821-4710

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

### Diversity at USC

<https://diversity.usc.edu/>

Phone number (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

### **USC Emergency**

<https://dps.usc.edu/>

UPC phone number (213) 740-4321

HSC phone number (323) 442-1000

On call 24/7

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

### **USC Department of Public Safety**

<https://dps.usc.edu/>

UPC phone number (213) 740-6000

HSC phone number (323) 442-120

On call 24/7

Non-emergency assistance or information.

### **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,