SOWK 648 Management and Organizational Development for Social Work

3 units

Section 67098
Fall 2024
Wednesday
5:45 to 7:00 p.m. Pacific Time

Location: VAC

Instructor:	Rick Newmyer, MSW
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	Replies can be expected within 2 business days
Office Hours:	By arrangement (very flexible)

IT Help
Hours of Service: 24 hours, 7 days per week
Contact Info:

Canvas Support Hotline: +1-833-713-1200
Contact USC Online: Email your questions or problems: support@online.usc.edu
Contact USC ITS: Call 24/7 to USC Information Technology Services 213-740-5555

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.

Learning Objectives

By the completion of this course, students will be able to:
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.

CSWE Core Competencies Addressed in this Course

The following table lists the social work competencies, as established by the Council on Social Work Education (CSWE, 2022), that are highlighted and evaluated in this course.

CSWE Core Competencies Highlighted in this Course:

Competency 1: Demonstrate Ethical and Professional Behavior

1a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

1b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.

1c. Use technology ethically and appropriately to facilitate practice outcomes.

1d. Use supervision and consultation to guide professional judgment and behavior.

Competency 3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

3a. Demonstrate advanced anti-racist and anti-oppressive social work practice particularly across complex populations, settings, and systems.

3b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies across populations, settings and systems, acknowledging them as experts of their own lived experience.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
4a. Apply research findings to inform and improve practice, policy, and programs.

4b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities
7a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies across populations, settings, and systems.

7b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan across populations, settings and systems.

Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities
8a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions across populations, settings, and systems to achieve client and constituency goals.

8b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies across populations, settings, and systems.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
9b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Prerequisite(s): SOWK 506, SOWK 536, SOWK 544, and SOWK 546
Co-Requisite(s): n/a
Concurrent Enrollment: n/a
Recommended Preparation: n/a

Course Notes
This is a letter graded course offered in-person as well as online in the Virtual Academic Center (VAC). The web-based teaching and learning environment provided by the Digital Campus virtual platform, Canvas, will support access to course-related materials,

communication, and live Zoom sessions for VAC students. The course format will consist of class discussions derived from readings and asynchronous content, independent and group work, and collaboration. Because the exchange of ideas is an integral part of the learning process, students are required to come to class ready to discuss assigned readings and asynchronous content. Students will do considerable research outside of class, including review of academic research and other sources of information. Students will have opportunities to process and discuss this research during the live sessions. It may be necessary for the instructor to adjust the syllabus and/or course during the semester. In such an instance, the instructor will inform the class both verbally and in writing.

Technological Proficiency and Hardware/Software Required
This course requires the use of an online learning management system (LMS), as well as Microsoft Office (e.g., Word, PPT, Excel) and virtual meeting (e.g., Zoom) applications. Additional information may include how to access free versions of the products if available. Link information for the USC Computing Center Laptop Loaner Program. USC Technology Support Links USC Online, Zoom information for students, Brightspace help for students, Software available to USC Campus.

Required Readings and Supplementary Materials
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.

Cross-Denny,Bronwyn (2022). Integrated Social Work Practice: Bridging Micro, Mezzo and Macro Level
Practice. New York, NY: Cognella.

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

Case Studies: Available on the platform under **Files / Case Studies**.

In addition to the required texts, other required readings are available through USC's online reserves system, ARES, and/or in the USC Libraries. A USC email address and password are required to access the system: https://reserves.usc.edu/ares/ares.dll.   Use the search bar to locate the course by School, course number or Lead Instructor's last name.

Optional Readings and Supplementary Materials
Students are encouraged to read novels as part of learning more about the historical, political, and current context of social problems.

Guides for Academic Integrity, APA Style Formatting, Writing & Research

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Publisher.

APA formatting and style guide: The OWL at Purdue. https://owl.purdue.edu/

USC guide to avoiding plagiarism:
https://libguides.usc.edu/writingguide/plagiarism

USC guide to APA 7th writing style https://libguides.usc.edu/APA7th

Sample List of Professional Social Work Organizations

National Association of Social Workers. Available at http://www.naswdc.org

Institute for the Advancement of Social Work Research. Available at
http://www.iaswresearch.org

Society for Social Work and Research. Available at http://www.sswr.org

Council on Social Work Education (CSWE). Available at https://www.cswe.org/

Description and Assessment of Assignments
An overview of each assignment is presented below. Detailed instructions and grading guidelines for each assignment will be disseminated by the instructor.

Assignment 1 – Organizational Assessment (30% of course grade) Due: Unit 6
This is a group assignment. Groups 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.

Assignment 2 – Financial Assessment (30% of course grade) Due: Unit 10
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.

Assignment 3 – Group Presentation (30% of course grade) Due: Unit 15
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.

Participation

Active and Proactive Learning, & Meaningful Participation (10% of course grade)

Due: Units 1 – 15

Students are expected to be active and proactive participants in their learning and meaningful contributors to a positive learning environment. This will require mental, physical and perhaps emotional effort, both inside and outside the formal classroom.

Active learning involves completing required readings, activities, and/or asynchronous materials prior to class, and engaging in the class session with thoughtful comments, reflections or questions about concepts, readings, and assignments. For VAC courses, active learning also includes remaining visibly onscreen throughout the duration of the live session, unless one has the permission of the instructor to mute the screen.

Proactive learning involves assuming responsibility for learning, anticipating workload and challenges, being organized and meeting deadlines, and taking the initiative to reach out to the instructor with any questions or concerns.

Meaningful participation consists of thoughtful and substantive participation that not only contributes to but enhances class discussion and activities. Meaningful participation also includes efforts that contribute to a positive learning environment; that is, one that is open, respectful, professional, engaging, fun, challenging, supportive, and effective.

"Environment" refers to the formal classroom, small group settings, other settings, in-person or virtual/remote, in which learning or teaching might occur, including office hours and communications with the instructor and fellow students, and the overall climate and culture of the class.

Grading Breakdown

Table 1 Grading Breakdown

Assessment Tool (assignments)	Course Objectives Assessed by Assignment	Unit Due	Points	% of Grade
Assignment 1: Organizational Assessment	1,2	6	100	30%
Assignment 2: Financial Assessment	3	10	100	30%
Assignment 3: Group Presentation	4,5	15	100	30%
Active and Proactive Learning & Meaningful Participation	1,4	Ongoing	100	10%
TOTAL				100%

Grading Scale

Course final grades will be determined using the following scale:

Table 2 Course Grading Scale

Letter grade	Corresponding numerical point range
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Please note: A grade below "C" is considered a failing grade for graduate students at USC.

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.

Assignment Submission Policy
By the specified deadlines, assignments should be submitted through the course's learning management system (LMS). Students are responsible for ensuring successful submission of their assignments and are encouraged to maintain a copy of the submission confirmation for their records.

Grading Timeline
Students should expect grading and feedback from the instructor within two weeks of assignment submission. The instructor will notify students of any extenuating circumstances that might affect this grading timeline.

Course Specific Policies
Prior to the due date, extensions may be granted for extenuating circumstances at the instructor's discretion. The instructor will confirm an extension and revised due date in writing/email. If the instructor accepts a late submission, it could be marked down for each day late. Assignments submitted more than one week past the posted due date may not be accepted for grading; however, this is at the instructor's discretion, assuming extenuating circumstances. The instructor may require documentation of the extenuating circumstance in considering an extension request.

Once an assignment is graded, the grade is final, unless there are extenuating circumstances (e.g., error in determining grade, academic integrity violation). Extra credit on an assignment is not permitted. Re-doing an assignment with the expectation that it will be re-graded is not permitted.

Attendance
As a professional school, class attendance and participation are essential to students' professional training and development at the USC Suzanne Dworak-Peck School of Social Work. Students are expected to attend every class and to remain in class for the duration of the class. Students cannot actively, proactively, or meaningfully contribute to a positive learning environment if they are not in attendance. Students are expected to notify the instructor by email 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 arrange in advance to complete class work that will be missed or to reschedule an examination, due to holy days observance.

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

Classroom norms
Class ground rules help to promote a positive learning environment by specifying behaviors that are encouraged and discouraged. The instructor will facilitate a class discussion to generate mutually agreed upon ground rules for the learning environment.

Zoom etiquette

For campus-based students, the use of laptops, tablets, smart phones during class generally is not recommended. Students may use these devices, however, if doing so contributes to their learning and is not disruptive to others in the class. For both campus and VAC students, permitted uses of technology include using laptops, tablets, smart phones to access course readings and materials, to take notes, and to complete small group activities and discussions. Non-permitted uses of technology include using laptops, tablets, smart phones to check email and social media, and to text or communicate with others who are not members of the class. Use of smart phones during class is not permitted except in an emergency or during a break. To minimize disruptions, students should place their phones on mute or in airplane mode before coming to class.

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

Use of AI Generators
AI generators, such as such as ChatGPT4 and Bard, can be useful tools. However, AI programs do not replace human creativity, originality, and critical thinking. AI text generators also may present incorrect or biased information and incomplete analyses. Within limited circumstances, with instructor permission and proper disclosure and attribution (see USC Libraries' generative AI guide), AI generators may be permitted in this course, per the University's academic integrity regulations. Using these tools without the instructor's permission, and without proper attribution and disclosure, constitutes a violation of academic integrity and will be reported to the Office of Academic Integrity.

Course Content Distribution and Synchronous Session Recordings Policies
USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonestly and is strictly prohibited. (Living our Unifying Values: The USC Student Handbook, page 13).

Course Evaluations
The USC Learning Experience evaluation occurs at the end of each semester. This evaluation is an important review of students' experiences in the class. The process and intent of the end-of-semester evaluation will be discussed in class by the instructor. In addition to the end-of-semester evaluation, a mid-semester evaluation is implemented in the School of Social Work. The process and intent of the mid-semester evaluation also will be discussed by the instructor.

Course Schedule
The table below presents the topics for each unit of instruction. Students are expected to attend class having completed the required reading and, if applicable, the asynchronous course material.

Table 3 Course schedule

	Topics	Readings	Deliverables
Week 1 **Aug 28th**	**Introduction to Management** ▪ Classical Management Theories ▪ Behavioral Management Theories ▪ Modern Management Theories ▪ Organizational Design ▪ Organizational Governance	**Required** ▪ 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 **Explore** ▪ https://www.councilofnonprofits.org/tools-resources/board-roles-and-responsibilities **Case Study** ▪ Conflict of Interest: Dream It Do It	
Week 2 **Sep 4th**	**Becoming a Manager** ▪ Becoming a manager ▪ Your strengths and values ▪ Social Work Management Competencies ▪ Executive Leadership ▪ Resource Management ▪ Strategic Management ▪ Community Collaboration	**Required** ▪ 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	**Complete the Clifton Strengths Assessment**

		Topics	Readings	Deliverables
			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	
			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)	
			• <mark>Complete the checkout process **(the assessment costs $19.99**)</mark>	
			• 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	
Week 3		**Managing Human Resources** ▪ Effective Supervision ▪ Motivation	**Required** ▪ Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Developing and	

		Topics	Readings	Deliverables
Sep 11th	▪	Employee engagement	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	
Week 4 **Sep 18th**	**Managing Teams** ▪ Stages of team development ▪ Dysfunctions of teams ▪ Building a diverse team		**Required** ▪ 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,*	

		Topics	Readings	Deliverables
			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	
Week 5 **Sep 25th**	**Organizational Culture** ▪ Assessing and shaping organizational culture ▪ Competing Values Framework ▪ Diversity, equity, and inclusion	**Required** ▪ 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 ▪ Cross-Denny,Bronwyn (2022). Integrated Social Work Practice:	

		Topics	Readings	Deliverables
			Bridging Micro, Mezzo and Macro Level Practice. Chapter 10: Assessment (pp 179-203). New York, NY: Cognella. **Explore** ▪ https://www.inc.com/mark-coatney/corporate-culture-after-covid-19.html **Case Study** ▪ Toxic Leadership: The Queen Bee	

Week 6
 	
Oct 2nd
		Introduction to Financial Management
		▪ 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
		
		Assignment 1 Due
			Required
			▪ 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
				Assignment 1 due

Week 7 Oct 9th		**Budgets** ▪ Budget development ▪ Budget monitoring and adjustment ▪ Forecasting ▪ Financial ratios	**Required** ▪ 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	

		Topics	Readings	Deliverables
			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	
Week 8 **Oct 16th**	**Financial Analysis** ▪ Ratio analysis ▪ Cost Analysis	**Required** ▪ 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	

	Topics	Readings	Deliverables
		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	

Week 9
 	
Oct 23rd
	Fund Development
	▪ Sources of funding
	  o Grants
	  o Charitable giving
	  o Fees for service
	  o Social ventures
	  o Crowdfunding
	▪ Developing a fundraising plan
	▪ Competitive advantage
		Required
		▪ 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*	

		Topics	Readings	Deliverables
			Quarterly, 48(1), 5–27. https://doi.org/10.1177/08997640 18807080 ▪ 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?	
Week 10 **Oct 30th**		**Strategic Management** ▪ Components of strategic planning ▪ Environmental scanning (SWOT Analysis, Stakeholder Analysis) ▪ Mission and vision **Assignment 2 Due**	**Required** ▪ 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 ▪ Cross-Denny,Bronwyn (2022). Integrated Social Work Practice: Bridging Micro, Mezzo and Macro Level Practice. Chapter 13: Evaluation (pp 241-254). New York, NY: Cognella. **Case Study** ▪ Setting Strategy: Finding Your Organization's North Star	**Assignment 2 due**

	Topics	Readings	Deliverables
Week 11 **Nov 6th**	**Managing Change** ■ Introduction to change management ■ Internal and external drivers of organizational change ■ Leading change	**Required** ■ 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** ● No case this week.	
Week 12 **Nov 13th**	**Implementing Change** ■ Resistance and change ■ Motivation for change ■ Implementing change	**Required** ■ 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	

		Topics	Readings	Deliverables
			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/advise-the-rider-steer-the-elephant-and-shape-the-path-heath-153b12003436 **Case Study** ▪ West Village Community Services	
Week 13 **Nov 20th**	**Communication and Marketing** ▪ Oral and written communication ▪ Business communication ▪ Social media	**Required** ▪ 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	
Week 14 **Nov 27th**	**Preparation for Presentations** ▪ Assignment 3 Preparation **NO ZOOM CLASS – THANKSGIVING HOLIDAY**	**Required** ▪ Renz, D.O. (2016). Conclusion: The future of nonprofit leadership and management. In *The Jossey-Bass Handbook of Nonprofit*	

		Topics	Readings	Deliverables
			Leadership and Management (pp. 734–745). **Case Study** • No case this week	
Week 15 **Dec 4th**		**Groups Presentations and Course Wrap-Up** ▪ Assignment 3 presentations ▪ Course wrap-up **Assignment 3 Due**	**Required** ▪ None **Case Study** • No case this week	**Assignment 3 due**
		Exam Week – **NO CLASS**		

Statement on University Academic and Support Systems

Students and Disability Accommodations:
USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress:
To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

Support Systems:
Counseling and Mental Health - *(213) 740-9355 – 24/7 on call*
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - *988 for both calls and text messages – 24/7 on call*
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - *(213) 740-9355(WELL) – 24/7 on call*
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - *(213) 740-5086*
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 - *(213) 740-2500*
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - *(213) 740-0776*
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - *(213) 740-0411*
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - *(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 - *UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*
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 - *UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call*
Non-emergency assistance or information.

Office of the Ombuds - *(213) 821-9556 (UPC) / (323-442-0382 (HSC)*
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - *(323) 442-2850 or* otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

List of Appendices

A. Suzanne Dworak-Peck School of Social Work ADEI Statement
B. Preamble to the NASW Code of Ethics
C. Tips for Maximizing Your Learning Experience

Appendix A: Suzanne Dworak-Peck School of Social Work Anti-Racism, Diversity, Equity, and Inclusion Statement

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote anti-racism, 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 B: National Association of Social Workers Code of Ethics
Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

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.

Appendix C: Tips for Maximizing Your Learning Experience in this Course

- ✓ Be proactive! TOGETHER, let's do everything we can to make this an educational and enjoyable experience for you. Try to anticipate issues that could present challenges and PLEASE REACH OUT TO ME so that we can problem-solve before rather than after the fact.
- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Create a professional self-care plan.
- ✓ Complete required readings, assignments and activities before coming to class.
- ✓ Keep up with the assigned readings and assignments. Don't procrastinate!!
- ✓ Come to class and participate in an active, respectful and meaningful way.
- ✓ Come to class prepared to ask any questions you might have. If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Stay offline while in class.
- ✓ Form study groups with other students in the class or in another section of the class.
- ✓ Take advantage of office hours and extra review/discussion sessions offered by your instructor. Contact me if you are concerned about or are struggling in class.
- ✓ If you believe it is necessary to receive support from a content tutor or Writing Support, please inform or involve me. I want to be able to help and support you in any way possible, but I need to know that you want/need support!! I am also happy to meet with you and your tutor.
- ✓ Keep an open mind and positive attitude!