SSCI 578, The Practice of Geospatial Leadership

Syllabus

Units: 4

Term — Day — Time: Summer, 2015, Online

Location: Online

Instructor: Dr. John P. Wilson
Office: AHF B55F
Office Hours: Tuesdays, 5-6 p.m. and Thursdays, 7-8 p.m. PT, and by appointment at other times. I am always available asynchronously via email. I am also available for synchronous chats via BlueJeans or Skype, audio or video most days and times by prior arrangement via email. Just get in touch!

Contact Info: jpwilson@usc.edu, 213-740-1908 (office), jpwilson58 (Skype)

Library Help: Katharin Peter
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Course Description
This course is a required capstone course for the Graduate Certificate in Geospatial Leadership and is aimed at those who aspire to or are considering a future leadership role and want to know what is involved or those in a leadership role who want to get better at it. Approximately two-thirds of the course is organized around the fundamental challenge of leadership in the geospatial domain. We will start by examining the qualities and skills leaders need to help steer geospatial information management organizations so they can achieve extraordinary results, keeping in mind the various ways in which geospatial information management is changing and the external trends that are driving at least some of these changes. The final one-third of the class will focus on you, affording you the opportunity to reflect on your life and career by completing a life map and a series of self-assessments, culminating in a personal leadership development plan for the final project. That said, this course will cover several topics:

Geospatial Value Proposition – We start by reviewing the geospatial value proposition, identifying the multitude of ways in which geospatial information may add value to human activities, and clarifying some of the ways in which spatially-explicit data can be gathered, organized, and used to serve specific needs.

Leadership Fundamentals – We explore the range of qualities and skills that make for effective leadership using books by Sample and Kurtzman, and some you will find and choose yourselves. The Sample text is used to introduce the art of leadership and to kick off our exploration of this core topic. We will spend the best part of a month reading the Kurtzman text and using this text to help us clarify how a clear understanding and anticipation of the organizational context, the role of teamwork, and the importance of new ideas along with leadership skills can be harnessed and deployed so organizations can achieve extraordinary results.

Innovation Practice – Here, we take another look at why ideas matter and how new ideas can be generated, converted, and diffused across an organization or firm to unleash a stream of valuable products, services and businesses.

Leadership at Work (Workshop) – We will hear from and consult with a series of geospatial leaders who share long and distinguished records of leadership in the geospatial sector. For this year, I have invited Mark Greninger, Geographic Information Officer, County of Los Angeles, California, Melisa Caric Lee, Principal of Compass Rose GIS, a full-service GIS consulting firm based in Oceanside, California, and Isaiah Mack, Mapping and GIS Division Manager, California Surveying and Drafting Supply. Students will need to arrange and pay for their own travel, accommodation and meals to attend this year’s workshop in San Diego that will start with lunch on Saturday, 25th June and conclude with lunch on Monday, 27th June.

Future Trends – This course concludes by exploring future trends in geospatial information management over the next 5-10 years and considering some of the ways in which disruptive technologies (i.e. mobile Internet, the automation of knowledge work, the Internet of Things, 3D printing, etc.) and the business communication revolution will
affect the ways in which geospatial information is acquired, analyzed and used in the next few decades.

All course materials will be organized through Blackboard. The main theoretical concepts will be provided through course notes and assigned readings and the assignments will give students an opportunity to internalize and apply the concepts and theory learned from readings. Some assignments require student interaction, all will benefit from it.

**Learning Objectives**

When you have completed this course, you will be able to:

- Describe the geospatial value proposition, identifying all of the ways in which geospatial information and spatial thinking can promote human well-being.
- Examine how leaders can help shape a context in which other people will help geospatial information management groups and organizations achieve extraordinary results.
- Examine the role of teamwork in helping geospatial information management groups and organizations achieve extraordinary results.
- Examine the role of personal leadership skills and styles in helping geospatial information management groups and organizations achieve extraordinary results.
- Discuss why ideas matter and how the various elements of a geospatial information management group or organization’s innovation practice influences the successful generation, adoption and deployment of new ideas.
- Critically evaluate how disruptive technologies might affect geospatial information management and the potential to capture and use some of these changes to help a geospatial information management group or organization prosper.
- Develop a vision for how the geospatial information management domain is likely to grow and evolve during the next 5-10 years.

**Prerequisite(s):** None

**Co-Requisite(s):** None

**Concurrent Enrollment:** None

**Recommended Preparation:** SSCI 585: Geospatial Technology Project Management

**Technological Proficiency and Hardware/Software Required**

We have several technologies that will facilitate our course work and our interactions, despite our dispersed locations. These include:

- **Blackboard** – All course materials and correspondence will be posted on the course Blackboard site. As a registered student, you will find this course will show up in your available classes no later than 12:00 noon, PT on the first day of classes. It is here that the day-to-day flow of the course will be recorded.

- **Discussion forums** – On the Blackboard site, we will post a number of discussion forums and threads related to various course topics. I may or may not participate in these
discussions but they are vitally important for organizing asynchronous conversations and opportunities for learning from one another.

**Live meetings and presentations** – At USC, we use a browser-based service called BlueJeans to create synchronous interaction sessions. With voice and webcam capabilities, BlueJeans can be used to share presentations and even our desktops between two or more people.

**Individual meetings** – While BlueJeans can be used for one-on-one meetings, we sometimes find it easier to use the free VOIP and chat technology, Skype (http://www.skype.com/) for individual chats.

**GIST server and technology support** – This course will utilize the GIST Servers at http://gistonline.usc.edu to provide you with your own virtual desktop. If you are unable to connect to the server or experience any technical issues, send an email to GIST Technology Support at gistsupport@dornsife.usc.edu and make sure to copy (cc) me on the email. A variety of geospatial software platforms (ArcGIS, e-Cognition, TerrSet, etc.) is provided online via the GIST Servers; hence, you do not need to install them on your own computer. Instead, every student must satisfy the following technology requirements: (1) a computer with a fast Internet connection; (2) a functional webcam and a microphone for use whenever a presentation or meeting is scheduled; and (3) a modern web browser, Firefox is recommended, to access the GIST Server.

**Required Readings and Supplementary Materials**

**Textbooks** – There are three books required for this course. Some are available online and some are available from the USC Bookstore or an online outlet such as Amazon. We encourage you to acquire or purchase these books quickly since you need these materials from the first day of class.


These books will be supplemented with Course Notes and a mixture of readings from academic journals, professional reports, and authoritative websites.

**Readings** – The following monographs, book chapters and journal articles will be posted to Blackboard under Course Documents:


Description and Assessment of Assignments
Your grade in this course will be determined on the basis of several different assessment tools:

Exercises – Three exercises will be completed throughout the semester during the weeks specified in the course schedule. This first requires students to post and maintain a public resume, short biography and recent photo on our shared GIST Student Community Blackboard site. With your permission, your photo and short biographical sketch may be posted to the Spatial Sciences Institute website and your resume will be included in the Spatial Sciences Institute Resume Book. This will count two points towards your final grade for the course and will be used to share your career trajectories with one another. For the second exercise, which contributes four points towards your final grade, students will fill out a self-assessment of their own strengths and weaknesses. For the third and final exercise, which also contributes four points towards your final grade, students will prepare life maps and the Blackboard class site, soon thereafter, will include a "gallery of lives" during which all life maps will be on display for a short period of time.

Presentations – This presentation will follow the gallery of lives and afford each of you an opportunity to tell your story in a small (virtual) group. There is also a second presentation that will provide an opportunity to present and discuss your final projects that is part of the final project and discussed in more detail below.

Reflections – One of the most important opportunities in learning from experience is provided by taking time for reflection. For this part of the class, we will ask you to reflect on what was said and/or read, and then write 10 short papers (two-page maximum, typed using a 12-point font and standard margins) identifying two things you learned that were important to you, explaining why these things were important to you, and drawing some implications for your future actions.
Final Projects – The final project requires you to craft a personal plan for the next phase of your growth as a leader. The final report (30 points) and accompanying presentation (five points) should draw on material from the entire course. You may want to include in appendices self-assessments, your life map, etc., so hang on to them, and you may also want to include materials from outside the course that you consider relevant, such as past performance evaluations or advertisements documenting the kind of position you aspire to apply for in the near future. Detailed instructions for the two components that contribute to these final projects will be distributed in class.

Grading Breakdown
Careful planning and a serious, consistent commitment will be required for you to successfully navigate the various deliverables in this and other GIST courses. The table below summarizes the SSCI 578 course assignments and their point distribution:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number</th>
<th>Points Per Assignment</th>
<th>% of Grade</th>
</tr>
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<tbody>
<tr>
<td>Exercises</td>
<td>3</td>
<td>2-4</td>
<td>10</td>
</tr>
<tr>
<td>Presentations</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Reflections</td>
<td>10</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td><strong>Final Projects:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentations</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Final reports</td>
<td>1</td>
<td>30</td>
<td>30</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td>16</td>
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<td>100</td>
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And finally, it is important to note from the outset that: (1) you are expected to attend and participate in every class session and to complete and upload all assignments before the deadlines documented in the Course Schedule; (2) late postings and assignments will be docked one letter grade and no grade will be given for postings or assignments turned in more than one week late; and (3) no written work will be accepted for grading after 5:00 p.m. PT on the last day of classes (i.e. 12th August, 2016).

Assignment Submission Policy
Assignments will be submitted for grading via Blackboard using the due dates specified in the Course Schedule below.

Additional Policies
**Communications** – This is a distance learning course, so most of our interactions will be asynchronous (not at the same time). All materials to be handed in will be submitted via the Blackboard Assessment link. I will also create one Blackboard discussion forum at the start of the semester and I may create and/or monitor additional Blackboard discussion forums through which we can discuss challenges, ideas, and issues connected with the course assignments, exercises, and projects as the need arises.

In addition, I will send via e-mail through Blackboard any notices that are time sensitive. Please be sure that you read as soon as possible all e-mail sent from Blackboard or from
me. Check now to make sure that mail sent from both USC Blackboard and my private domain (jpwilson@usc.edu) does not go into your junk mail!

While I am usually online and will probably respond to emails from students relatively quickly, I will endeavor to respond to all email within 24 hours of receipt, aiming for no more than a 72-hour delay. In the rare case when I expect to be offline for more than 72 hours, I will post an announcement on the Blackboard site.

That said, it is each student's responsibility to stay informed about what is going on in our course. In addition to email about time-sensitive topics, any important announcements will be posted on the Announcement page in Blackboard. Be sure to check these each time you log onto Blackboard.

Workload — This is a four-credit, one-semester course. Students should expect to spend 12-15 hours per week completing the work in this course.

Course Schedule: A Weekly Breakdown

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics/Daily Activities</th>
<th>Readings and Homework</th>
<th>Deliverables/ Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 5/18*</td>
<td>Introduction: Introduction to the course and the ways in which the various topics and tasks will be woven together.</td>
<td>Tomlinson (2015)</td>
<td>Submit Exercise #1 no later than 5 p.m. on Tuesday, 5/24</td>
</tr>
<tr>
<td>2 5/23</td>
<td>US Geospatial Services Industry: A first look at the geospatial value proposition and the various ways in which geospatial information may add value to human activities.</td>
<td>Boston Consulting Group (2012), National Geospatial Advisory Committee (2015)</td>
<td>Submit Reflection #1 no later than 5 p.m. on Tuesday, 5/31</td>
</tr>
<tr>
<td>3 5/31*</td>
<td>Economic Impact of Geospatial Services: A second take on the same topics — this time through a report on the economic impact of geographic information services prepared by the Oxera Consulting Group for Google.</td>
<td>Oxera (2013)</td>
<td>Submit Reflection #2 no later than 5 p.m. on Tuesday, 6/7</td>
</tr>
<tr>
<td>4 6/6</td>
<td>The Art of Leadership: A first look at the art of leadership through the eyes of Steven B. Sample, the tenth president of the University of Southern California.</td>
<td>Sample (2003)</td>
<td>Submit Reflection #3 no later than 5 p.m. on Tuesday, 6/14</td>
</tr>
<tr>
<td>5 6/13</td>
<td>Leadership Fundamentals -- The Organizational Context: We will use the Kurtzman text to take a deeper look at the art of leadership over the next four weeks. This first week we look at the leadership</td>
<td>Kurtzman, Ch. 1-4</td>
<td>Submit Reflection #4 no later than 5 p.m. on Tuesday, 6/21</td>
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disconnect, the new rules of employment, the need for leaders at all levels, and the role of a common purpose for internalizing what an organization stands for.

<p>| Week 6 | Leadership Fundamentals – Conversations with Geospatial Leaders: We will start with a couple of texts that offer different takes on leadership and conclude the week with a two-day workshop in San Diego. The workshop will start with lunch on Saturday, 25th June and conclude with lunch on Monday, 27th June. Part of Sunday will be spent in conversation with three geospatial leaders and Monday morning will be spent listening to Jack Dangermond and other leaders presenting at the opening session of the 2016 Esri International User Conference. | Oldfield (1991), McCall (1997) | Submit Reflection #5 no later than 5 p.m. on Tuesday, 6/28 |
| Week 7 | Leadership Fundamentals – Role of Teamwork: We continue working our way through the Kurtzman text, focusing this week on why the best leaders are part of the group, the need to cultivate curiosity, rather than complacency, and the need to cultivate a culture of leadership and inclusiveness. | Kurtzman, Ch. 5-8 | Submit Exercise #2 no later than 5 p.m. on Tuesday, 7/5 |
| Week 8 | Leadership Fundamentals – How to Lead: We continue working our way through the Kurtzman text, focusing this week on how leaders stay positive and determined, the &quot;mental&quot; aspects of leadership, different strokes for different generations, and why you do not need to be ruthless to be an effective leader. | Kurtzman, Ch. 9-12 | Submit Reflection #6 no later than 5 p.m. on Tuesday, 7/12 |
| Week 9 | Leadership Fundamentals – Why Ideas Matter: We finish up the Kurtzman text with a review of the first 12 chapters and a first look at why ideas matter if an organization is to achieve extraordinary results. | Kurtzman, Ch. 13 | Submit Reflection #7 no later than 5 p.m. on Tuesday, 7/19 |</p>
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<tr>
<th>Week 10</th>
<th>Innovation Practice:</th>
<th>Hansen &amp; Birkinshaw (2007)</th>
<th>Submit Exercise #3 &amp; Reflection #8 no later than 5 p.m. on Tuesday, 7/26</th>
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<tr>
<td>7/18</td>
<td>A second look at why ideas matter and how new ideas can be generated, converted, and diffused across an organization or firm to unleash a stream of valuable products, services, and businesses.</td>
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<th>Week 11</th>
<th>Disruptive Technologies:</th>
<th>Manykia et al. (2013)</th>
<th>Schedule Presentation #1 no later than Friday, 7/29, &amp; submit Reflection #9 no later than 5 p.m. on Tuesday, 8/2</th>
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<tr>
<td>7/25</td>
<td>The first of three classes looking at the current and emerging trends that are likely to affect geospatial information management in the next few decades. This first class focuses on the mobile Internet, the automation of knowledge work, the Internet of Things, 3D printing, and other disruptive technologies.</td>
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<tr>
<th>Week 12</th>
<th>Business Communication Revolution:</th>
<th>Hughes (2013)</th>
<th>Submit Reflection #10 no later than 5 p.m. on Tuesday, 8/9</th>
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<tr>
<td>8/1</td>
<td>This second look at current and emerging trends focuses on the business communications revolution and how this is likely to affect the ways in which geospatial information is acquired, analyzed and used in the next few decades.</td>
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<th>Week 13*</th>
<th>Future Trends in Geospatial Information Management:</th>
<th>Carpenter &amp; Snell (2013)</th>
<th>Submit your Final Report &amp; complete your Final Presentation no later than 5 p.m. on Friday, 8/12</th>
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<tr>
<td>8/8</td>
<td>A third and final look at current and emerging trends, this time true the eyes of the UN Initiative on Global Geospatial Information Management.</td>
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*Friday, 8/12 is the last day of classes

Statement on Academic Conduct and Support Systems

**Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity http://equity.usc.edu or to the Department of Public Safety http://adminopsnet.usc.edu/department/department-public-safety. This is important for
the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage http://sarc.usc.edu describes reporting options and other resources.

**Support Systems**

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* http://emergency.usc.edu will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

**Resources for Online Students**

The Course Blackboard page and the GIST Community Blackboard page have many resources available for distance students enrolled in our graduate programs. In addition, all registered students can access electronic library resources through the link https://libraries.usc.edu/. Also, the USC Libraries have many important resources available for distance students through the link http://libguides.usc.edu/distancelearning. This includes instructional videos, remote access to university resources, and other key contact information for distance students.