USC Suzanne Dworak-Peck
School of Social Work

SOWK 706
Section # 67708

Leading and Managing
Large Complex Systems

Instructor:	Rick Newmyer, MSW		
Email:	newmyer@usc.edu	**Course Day:**	Monday
Telephone:	619.370.1350	**Course Time:**	5:00 to 7:05 p.m.
Office:	VAC	**Course Location:**	VAC
Office Hours:	Monday, 4:00 to 5:00 p.m. and by appointment		

I.   COURSE PREREQUISITES:
SOWK 704 & SOWK 711

II.   CATALOGUE DESCRIPTION:
This doctoral course examines large scale national, state, and local social intervention programs (income security, housing, health, justice, and child welfare programs are of particular importance). This examination is in the context how these programs do or do not include strategies to address the Grand Challenges for Social Work. Implications for fiscal and outcome accountability, inclusion and exclusion criteria, political considerations, funding, social program implications, and inter-operability of design are of critical importance.

III.   COURSE DESCRIPTION:
DSW students will investigate, synthesize, and create frameworks for the design and development of a social program, organization, or system to include: security, planning, outcome measurement, funding, budget, organization, personnel, staffing, leadership, implementation, marketing, and data information systems. Based upon existing large scale social programs, organizations, or systems coupled with creative and critical thinking, candidates will design or redesign innovative and responsive programs and policies for the future. Of particular interest will be examining how large systems can interact more productively with each other to better produce the social outcomes sought. The final assignment for this course is to create, design, and propose a realistic strategic improvement for a comprehensive innovative large scale social program, organization, or system associated with a Grand Challenge.

IV.   COURSE OBJECTIVES:

Objective #	Objectives
1	Develop a comprehensive understanding of design thinking to create and design a complex large scale program, organization, & system to solve a selected grand challenge; [DSW #1, 3, 4, 5, 7]
2	Develop a comprehensive understanding of the factors that influence the development, implementation, and evaluation of large scale programs, organizations, and systems; and their interaction in transorganizational collaboration; [DSW #1, 2, 3, 4, 5, 6, 7, 9]
3	Develop a comprehensive understanding of the impact of governments, corporations, non-governmental agencies, and the for benefit sector in the development and interaction of large scale programs, organizations, and systems; [DSW #1, 2, 3, 4, 5, 6, 7, 9]
4	Develop the ability to apply expert leadership and management skills in large scale program, organization, and system development and design; especially where these overlap and intersect; [DSW #1, 2, 3, 4, 5, 6, 7, 9]
5	Develop the skill to analyze, create, develop, and design large scale programs, organizations, and systems in a grand challenge. [DSW #1, 2, 3, 4, 5, 6, 7, 9]

V.   COURSE FORMAT / INSTRUCTIONAL METHODS

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

VI.   STUDENT LEARNING OUTCOMES:

Objective #	Objectives
1	Demonstrate a comprehensive understanding of design thinking to create and design a complex large scale program, organization, & system to solve a selected grand challenge; [SLO #1,2,3,4,5,6,7]
2	Demonstrate a comprehensive understanding of the factors that influence the development, implementation, and evaluation of large scale programs, organizations, and systems; and their interaction in transorganizational collaboration; [SLO #1,2,3,4,5,6,7]
3	Demonstrate a comprehensive understanding of the impact of governments, corporations, non-governmental agencies, and the for benefit sector in the development and interaction of large scale programs, organizations, and systems; [SLO #1,2,3,4,5,6,7]
4	Demonstrate the skill to apply expert leadership and management skills in large scale program, organization, and system development and design; especially where these overlap and intersect; [SLO #1,2,3,4,5,6,7]
5	Demonstrate the skill to analyze, create, develop, and design large scale programs, organizations, and systems in a grand challenge.[SLO#1,2,3,4,5,6, 7]

VII. COURSE ASSIGNMENTS, DUE DATES, & GRADING:

Assignment	Due Date	% of Final Grade
Assignment 1: System Identification Paper & In Class Talk	Week 4	20%
Assignment 2: Large System Paper	Week 7	25%
Assignment 3: Talk to classmates	Weeks 8-11	20%
Assignment 4: Large Scale System Design Proposal	Weeks 12>	35%

Each of the major assignments is described below:

Note: The first two writing assignment are incremental as DSW students will synthesize information in a titrated way to inform the final assignment. In all assignments the focus must simultaneously be on *The Grand Challenge* and where you plan to locate your project (within what specific system or set of systems); also what strategic steps and leadership skills are planned to initiate and actuate (at least in a preliminary way) your ideas using the knowledge, skills, and abilities you have learned.

Assignment One: System Identification Paper & In Class Talk (20%)
In assignment one, the doctoral student will write a **scholarly** paper, building upon their coursework in *Strategic Innovations for the Grand Challenges*, **identifying** a large scale program, organization or system they want to design or redesign in the context of their selected Grand Challenge(s) and innovation. This paper will include a description of the current system(s), its current strengths and challenges, and where the student envisions their leadership role taking shape. The paper will contain a brief commentary about the current state of the existing system(s), to include public discourse, political posture, leaders, followers, stakeholders, adversaries, and statistical evidence and promising or problematic interfaces with other systems. This paper will be a minimum of five pages (no maximum) with a minimum **of ten current sources (five within the past three years) (15%).** The doctoral student will **briefly talk** about their ideas during the fourth class **(5%)**. This talk should be no less or longer than two minutes. **Due: Week Four**

Assignment Two: Large System Paper (25%)
In assignment two, the doctoral student will build upon assignment one and **research in more depth and breadth** their **selected program, organization, or system** and write a **scholarly paper (with intent to publish)** about the **current state of the selected system** including its management, leadership, & followership. The paper must include a brief **literature review (10 new sources)** and provide **historical and current data**, testimony (if available), and public discourse/rhetoric about the selected program, organization, or system(s). Include a brief description of the student's new intended program, organization, or system and the ways that your Grand Challenge initiative proposes to **strategically engage** with other programs, organizations, or systems. An array of inputs from various sources including peer reviewed scholarly journals, trade journals, and popular magazines (New Yorker, The Economist, Harvard Business review, etc.) should inform this paper. The paper should be a minimum of 10 pages (no maximum) with a minimum **of 20 current sources (ten within the past three years).** This paper should be written as an academic article for a scholarly journal. **Due: Week Seven**

Assignment Three: Talk to classmates (20%)
Doctoral students will present their *ideas* to the class. This assignment provides doctoral students the opportunity to develop professional speaking and presenting skills relative to their understanding and integration of large complex systems, innovation, and their Grand Challenge initiative. This talk will be analyzed by the classmates and instructor with formal feedback during class time. This talk must be no less than four minutes and not to exceed five minutes. **No PowerPoints**. **Due: Weeks Eight-Eleven**

Assignment Four: Final Paper: Large Scale System Design Proposal (35%)
This final Large Scale System Design proposal will build upon assignments one and two; it will provide an outline and detailed description of a **strategy** (use strategy chart) for developing a program, policy, organization, or system in the larger Grand Challenge system intended to change, create, recreate, or innovate, incorporating one or more of the Grand Challenges. The paper must include Galbraith's STAR model and a literature review with 15 new sources. The paper must be a **minimum of 15 pages (no maximum) and contain 30 current sources (15 from the past three years).** *The instructor will provide an organizational template for the paper.* **Due: (One week following the last class)**

Class Participation:
There are no points awarded for participating as doctoral students are expected to be present for every class complete asynchronous work, contribute to the development of a positive learning environment, and demonstrate their learning through written and oral assignments through active class participation. Class participation consists of meaningful, thoughtful, and respectful participation based on completed asynchronous work, required & independent readings, & assignments prior to class. When in class, doctoral students demonstrate understanding of the material & are prepared to offer comments or reflections about the material, or alternatively, to have a set of thoughtful questions about the material.

==Placing camera on hold for longer than a few minutes is not considered participation as well as attending class on audio without video is also not considered participation.== Doctoral students are expected to participate & complete in-class exercises. Exercises are used to stimulate discussion, encourage critical thinking, and reinforce learning. Doctoral student's participation in the weekly asynchronous exercises is monitored. **Although no points are awarded, ==failure to participate or complete asynchronous work will lead to a reduction in grade.==**

Assignment grades will be based on the following scale:

4 point scale		100 point scale	
3.85 – 4.00	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

USC School of Social Work Grading Standards

Within the 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 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- to 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.

==USC Guide to Avoiding Plagiarism:==
http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

VIII.   REQUIRED, RECOMMENDED & SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

==**Note**:== Additional required and recommended readings may be assigned by the instructor throughout the course.
Required Textbooks: *All books can be purchased used.*
Galbraith, J.R. (2014). *Designing Organizations: Strategy, Structure & Process* (3rd Ed).
        Jossey-Bass.

Galbraith, J.R., Downey, D. & Kales, A. (2002). *Designing Dynamic Organizations: A Hands On Guide for Leaders at all Levels*. Amacom.

Optional Textbooks:
Eisner, H. (2005). *Managing Complex Systems: Thinking Outside the Box*. Wiley

Gerzon, M. (2006). *Leading Through Conflict: How Successful Leaders Transform Differences Into Opportunities.* Harvard Business Review Press

Peters, T. (1991).*Thriving on Chaos: Handbook for a management revolution.* Harper Perennial

Richardson, K.A. (ED). (2005). *Managing Organizational Complexity: Philosophy, Theory, and Application* (Vol 1). Information Age Publishing

Recommended Textbooks:

Allen, P., Maguire, S. & McKelvey, B. (2011). *The Sage Handbook of Complexity & Management.* Sage

Bien-Uhl, M. & Marion, R. (2005). Complexity Leadership. Part I.
Brody, R, & Nair, M. (2014) (4th ed). *Effectively Leading and Managing Human Service Organizations.* Sage.

Goldstein, J.A. & Hazy, J.K. (2009). *Complexity Science & Social Entrepreneurship: Adding Social Value through Systems Thinking.* Michigan ISCE Publishing

Hazy, J.K., Goldstein, J.A., & Lichtenstein, B.B. (Eds) (2007). *Complex Systems Leadership Theory: New Perspectives from Complexity Science on Social and Organizational Effectiveness.* Michigan: ISCE Publishing

Hudson, C.G. (2010). *Complex Systems & Human Behavior.* Lyceum.

Mansfield, J. (2010). *The Nature of Change or the Law of Unintended Consequences: An Introductory Text to Design Complex Systems and Managing Change.* Imperial Press.

Sayles, L.R. & Chandler, M.K. (1993). *Managing Large Systems: Organizations for the Future (Classics in Organizations and Management Series).* Joanna Cotler Books

Simon, H.A. (1997). *Administrative Behavior: A Study of Decision Making Processes in Administrative Organizations.* (4th Ed.). Free Press: Simon & Schuster

Required Articles and Readings:
Required and recommended assigned readings are found in ARES (see below). Harvard Business

Review books and articles can be accessed through the USC library:
https://uosc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991000038339603731&context=L&vid=01USC_INST:01USC&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine

The assigned readings, other than the recommended textbooks, can be obtained through our Library ARES system: https://usc.ares.atlas-sys.com/ares/ listed under **Paul Maiden, Ph.D**.

Course Overview

*Please note this syllabus has been adapted form 15 weeks to 12 weeks for the summer semester

Content	Asynchronous	Synchronous	Assignment
Week 1	Introductions; Course overview; Assignments; Grand Challenges; Systems theory; Leadership & Management	Student introductions; expectations; instructor & course pedagogical philosophy; establish learning environment; student interests; collaboration & discussion	
Week 2	Transorganizational collaborations; Sectors of society; Social Entrepreneurship; Guest Speaker: Zev Yaroslavsky	Collaborations, partnerships, & alliances; Collaborative brainstorming; Budget Shortfall Case Study; case study discussion	
Week 3	Complexity theory; thinking outside the box; Guest Speaker: Kim Belshe	Health Care Case Study; case study discussion	
Week 4	What do we mean by change?; Failure by design; Guest Speaker: Dr. Robert Ross	Change, failure, and real world change; Herbert Simon's five costs of change; Health Care Case Study; case study discussion	**Assignment 1**
Week 5	Units 5 & 6: **Strategy & the Grand Challenges**; Guest Speaker: Jackie Lacey **Leading system implementation**; Guest Speaker: Albert Senella	Building & Creating Strategy for the Grand Challenges; Incarceration Case Study; case study discussion The mechanics of *how to*… Incarceration Case Study; case study discussion	
Week 6	Units 7 & 8: **Managing yourself**; Guest Speaker: Al Rowlett **Managing people**; Guest Speaker: Mark Refowitz	Managing yourself; avoiding burnout; creating the schematic design; Incarceration Case Study; case study discussion. Managing people; Homelessness Case Study; case study discussion	
Week 7	Organizational equilibrium; complex partnerships; Guest Speaker: Fesia Davenport	Collaboration and sharing. Homelessness Case Study; case study discussion	**Assignment 2**
Week 8	Emergent creative processes and self-transcendence; Guest Speaker: Richard Van Horn	Student presentations; Collaboration and sharing. Homelessness Case Study; case study discussion	**Assignment 3**
Week 9	Power; Guest Speaker: Dr. Ken Wells/Loretta Jones	Student presentations; Homelessness Case Study; case study discussion	**Assignment 3**
Week 10	Building & planning for change; Guest Speaker: Dr. Carl Castro	Student presentations; Veterans' Health Care Case Study; case study discussion	**Assignment 3**
Week 11	Leading Through Conflict; Guest Speaker: Dr. David Baron	Conflict & challenge; Veterans' Health Care Case Study; case study discussion	**Assignment 3**
Week 12	Leading Chaos; Guest Speaker: Bill Fujioka Reflections & Prognostications; Statements of Purpose	The wisdom of Tom Peters; Veterans' Health Care Case Study; case study discussion. Student collaboration and sharing; lessons learned	**Assignment 4**

Guest Experts in Units two through 14 will speak on the general content of the unit.

Course Schedule: Detailed Description

<mark>Note:</mark> **Because of copyright restrictions some readings are not permitted in ARES Where readings are not available on ARES, <u>it is the doctoral students' responsibility to locate the readings though other means.</u> Use of the nearest Public or University library is strongly recommended.**

Week1-Unit 1: Introduction to Leading & Managing Large Complex Systems

Topics:
- **Introductions**
- **Explanation of syllabus and required assignments**
- **Systems theory**
- **Design Thinking**
- **Unintended Consequences**

Required Readings:

Anderson, R.E. Carter, I., & Lowe, G.R. (1999). Human Behavior in the Social Environment: A Social Systems Approach. Aldine De Gruyter. **C. 1 & 2 (p. 1-41)**

Hudson, C.G. (2010). *Complex Systems & Human Behavior*. Lyceum. **C. 1 & 2 (p. 3-79)**

Mansfield, J. (2010). *The Nature of Change or the Law of Unintended Consequences: An Introductory Text to Design Complex Systems & Managing Change*. Imperial. **C. 1 & 2 (p. 3-20)**

Merton, R.K. (1936). The unanticipated consequences of purposive social action. American Sociological Review. V1 (6) Dec. **894-904**

Prochaska, J.O. (2013). Transtheoretical model of behavior change. *Encyclopedia of Behavioral Medicine*. pp.**1997-2000**. Springer

Recommended Readings:

DiClemente, C.C. & Prochaska, J.O. (1998). Toward a comprehensive transtheoretical model of change. In W. R. Miller (ed). *Treating Addictive Behaviors* (2nd ed). pp.**3-24**. Plenum

Golensky, M. (2011). *Strategic Leadership & Management in Nonprofit Organizations: Theory & Practice*. Lyceum **C.1-2. (p. 3-22)**

Rank, M. G., & Hutchinson, W. S. (2000). An analysis of leadership within the social work profession. *Social Work Education, 16*(3), **487-502**.

Week2-Unit 2: Transorganizational Collaborations; Sectors of Society; Social Entrepreneurship

Topics:
- **Leadership and management**
- **Conceptual frameworks**
- **Collaboration & partnerships**
- **Failure by design**
- **Case study discussion**

Required Readings:

Blurring of the Sectors. http://archive.skoll.org/2008/03/25/the-blurrinng-of-sectors-social-entrepreneurship-emerges-at-the-nexus/

Chaordic Commons. http://www.chaordic.org/

How Philanthropy Fuels American Success. Excellence in Philanthropy. The Philanthropy Roundtable. www.philantrophyroundtanble.org Retrieved 03/17/2016.

Kanter, R.M. (2009). How to strike effective alliances & partnerships. *Harvard Business Review* April. **(20-24)**

Pisano, G.P. & Verganti, R. (2008). Which kind of collaboration is right for you? *Harvard Business Review*. Dec. **(12-18)**

The Fourth Sector (For Benefit Sector) http://www.fourthsector.net

Recommended Readings:
Golensky, M. (2011). *Strategic Leadership & Management in Nonprofit Organizations: Theory & Practice*. Lyceum **C.3 (23-42)**
Holzer, M. & Schwesler, R.W. (2016). *Public Administration: An Introduction*. (2nd Ed). Routledge: Taylor & Frances **C.1 (1-43)**
LeRoux, K. & Feeney, K. (2015). *Nonprofit Organizations and Civil Society in the United States.* Routledge **C. 1 & 2 (1-78)**

Week3-Unit 3: Complexity Theory: Thinking Outside the Box
Topics:
- ▽ **Complexity theory**
- ▽ **Behavioral Economics**
- ▽ **Game Theory**
- ▽ **Unintended Consequences (revisited)**
- ▽ **Case study discussion**

Required Readings:
Eisner, H. (2005). *Managing Complex Systems: Thinking Outside the Box*. Wiley **C. 1-4 (1-45)**
Incrementalism (2016). http://www.beyondintractbility.org/
Pfeffer, J. & Salancik, G.R. (1978). The External Control of Organizations: A Resource Dependence Perspective.
    http://web.unitn.it/files/download/12425/the_external_control_of_organizations_ch3_pfeffer.pdf
Peters, T. (1991). *Thriving on Chaos: Handbook for a management revolution.* Harper Perennial

Richardson, K.A. (Ed). (2005). *Managing Organizational Complexity: Philosophy, Theory, and Application* (Vol 1). Information Age Publishing. **C. 2, 4, 17, & 25**

Recommended Readings:
Haynes, P. (2003). *Managing Complexity in the Public Services*. Open University Press. (Cursory review)
Holzer, M. & Schwesler, R.W. (2016). *Public Administration: An Introduction*. (2nd Ed). Routledge: Taylor & Frances **C.2 (44-76)**
Hudson, C.G. (2010). *Complex Systems & Human Behavior*. Lyce **C.11 (426-457)**
Mansfield, J. (2010). *The Nature of Change or the Law of Unintended Consequences: An Introductory Text to Design Complex Systems and Managing Change*. Imperial **C.5 & 6 (41-66)**

Week 4-Unit 4: What do we mean by change?
Topics:
- ▪ **Change**
- ▪ **Failure by design**
- ▪ **Case study discussion**

Assignment one due
Student Talks

Required Readings:
Aguire, D. & Alpern, M. (2014, Summer). Ten principles of leading change. Strategy + Business, 75. www.strategy.business.com
Betts, S. C., & Santoro, M. D. (2007). Integrating leadership theories and team research: A conceptual framework based on level of analysis and type of control. *Journal of Organizational Culture, Communications and Conflict, 11*(1), **1-17**.

Birkinshaw, J. & Haas, M. (2016). Increase your return on failure. *Harvard Business Review*. May. P. **88-93**

Eisner, H. (2005). *Managing Complex Systems: Thinking Outside the Box*. Wiley. Chapter 10, p. **110-126**.

Mansfield, J. (2010). *The Nature of Change or the Law of Unintended Consequences: An Introductory Text to Design Complex Systems and Managing Change*. Imperial Press. Ch. 3, p. **21-27**.

McGarth, R.G. (April 2011). Failure by Design. *Harvard Business Review* HBR.ORG **(12-20)**

Recommended Readings:

Klein, J. (2000). *Corporate Failure by Design: Why Organizations are built to Fail*. Quorum (cursory review)

On Change Management (2011). Harvard Business Review's 10 Best Reads. *Harvard Business Review*. **1-197 Available through Amazon $13.96 (optional)**

Week5-Unit 5: Strategy & The Grand Challenges

Topics:

- Strategy
- Building systems
- Case study discussion

Required Readings;

Brody, R. & Nair, M. (2014). *Leading the Organization in Effectively Leading Human Service Organizations* (4th Edition **pp. 3-18**).Thousand Oaks, CA: Sage.

Eisner, H. (2005). *Managing Complex Systems: Thinking Outside the Box*. Wiley C 4-5, p.**36-55**.

Harvard Business Review (2010). HBR's 10 Must Reads. *On Strategy*. Boston, Mass. Harvard Business Review Press. **Ch. 1, 2, 5, 6, & 9 Available thru Amazon $13.96 (optional)**

Lawlor, R. (2013). "I wasn't born that way, this was forced upon me". In Malcolm Gladwell *David & Goliath: Underdogs, Misfits & the Art of Battling Giants*. Little, Brown, & Co. Part III: The Limits of Power. Chapt 7. p. **197-231**

Lichtenstein, B.B., Uhl-Bien, M., Marion, R., Seers, A., Osten, J.D., & Schrieber, C. (2006). Complexity leadership theory: An interactive perspective on leading in complex adaptive systems. *Emergence: Complexity & Organization*. 8:4 **pp.2-12**.

Mansfield, J. (2010). *The Nature of Change or the Law of Unintended Consequences: An Introductory Text to Design Complex Systems and Managing Change*. Imperial Press. Ch. 5-6, p. **41-61**.

Regine, B. & Lewis, R. (2000). Leading on the edge: How leaders influence complex systems. Emergence 2 (2) **https://emergentpublications.com/ECO/ECO_papers/Issue2_2_1.pdf**

Recommended Readings:

Drucker, P.F., Goleman, D. & George, W.W. (2011). *On Leadership*. HBR Press

Gladwell, M. (2013). *David & Goliath: Underdogs, Misfits & the Art of Battling Giants*. Little, Brown, & Co.

Goleman, D., Boyatzis, R. & McKee, A. (2014). *Primal Leadership: Unlocking the Power of Emotional Intelligence*. Harvard Business Review Press

Goleman, D., Katzenbach, W. Ches, K., Maubourgne, M. (2011). *On Managing People*. Harvard Business Review Press

Week5-Unit 6: Leading System Implementation

Topics:
- The science of how to….
- Design Thinking
- Case study discussion

Required Readings:

Galbraith, J.R. (2014). *Designing Organizations: Strategy, Structure & Process* (3rd Ed). Jossey-Bass. **C. 1 & 2**

Kales, A. & Galbraith, J.R (2007). *Designing Your Organization: Using the Star Model to Solve Five Cultural Design Challenges*. Josey-Bass. **C. 1, 2, & 3**

O'Looney, J. (1994). Designing community social services. Journal of Sociology & Social Welfare. Vol 21 (3). September p.107-134

Recommended Readings:

Hudson, C.G. (2010). *Complex Systems & Human Behavior*. Lyceum. **Ch. 14**

Galbraith, J.R., Downey, D. & Kales, A. (2002). *Designing Dynamic Organizations: A Hands On Guide for Leaders at all Levels*. Amacom. **1-270**

Week6-Unit 7: Managing Yourself

Topics;
- Managing Yourself
- Avoiding Burnout
- **Assignment Two: Large Scale System Design Paper**

Required Readings:

Chopyak, C. (2013). Picture Your Business Strategy: Transform Decisions With the Power of Visuals. McGraw Hill. C. **3 & 4**

Kaplan, R.S. (2007). What to Ask the Person in the Mirror. *Harvard Business Review*. 147-167

Schwarz, T. & McCarthy, C. (2007). Manage Your Energy, Not Your Time. *Harvard Business   Review*. **(61-78).**

Recommended Readings:

On Managing Yourself. (2010). HBR's 10 Best Must Reads. Harvard Business Review Press. **(1-188)**
Available through Amazon $13.96 (optional)

Week6-Unit 8: Managing People

Topics:
- **Motivating People**
- **What Great Managers Do**
- **Case study discussion**

In Class Talks to classmates

Required Readings:

Bishop, W. (2013). "Defining the Authenticity in Authentic Leadership". *The Journal of Values Based Leadership* Volume 6, Issue 1. Pp. **71- 78**.

Buckingham, M. (2005). What Great Managers Do. *Harvard Business Review*. p. **91-110**

Herzberg, F. (1987). One more time! How do you motivate employees? *Harvard Business Review*. p **29-50**

Kim, W. C. & Mauborgne, R. (1997). Fair Process: Managing the Knowledge Economy. *Harvard Business Review*. P. **111-132**

Recommended Readings:
Eisner, H. (2005). *Managing Complex Systems: Thinking Outside the Box*. Wiley (Review)
Harvard Business Review's 10 Must Reads: *On Managing People* (2011). Boston: Harvard Business
    Review Press. **1-212 Available through Amazon $13.96 (optional)**

Week7-Unit 9: Organizational equilibrium; imagining complex partnerships
Topics:
- **Organizational equilibrium**
- **Complex partnerships**
- **Case study discussion**

In Class Talks to classmates

Required Readings:
Barnard, C.I. (1938, 1968). *Functions of the Executive*. Harvard University Press. pp. **96-103**
Gino, F., Staats, B. (2015). Why organizations don't learn. *Harvard Business Review* November. pp.**110-118**
Harvard Business Review Staff (2015). The best performing CEO's in the world. *Harvard Business Review*. November pp.**49-59**
http://1.droppdf.com/files/pmWLQ/harvard-business-review-november-2015.pdf
Selsky, J.W., Goes, J., & Baburoglu, O.N. (2007). Contrasting perspectives of strategy making: Application
    to 'hyper' environments. *Organization Studies*. 28(1) p.**71-94**
Simon, H.A. (1945, 1997). *Administrative Behavior* (4th Ed). Free Press pp. **140-176**
Turcotte, M.F., Pasquero, J. (2001). The paradox of multistakeholder collaboration. *Journal of Applied Behavioral Science*. 37(4) December p.**447-464**
Weiss, J. & Hughes, J. (2007). Simple rules for Making Alliances Work. *Harvard Business Review*
    November. **12-20**

Week8-Unit 10: Emergent creative processes and self-transcendence

Topics:
- Creativity
- Self-transcendence
- Building a creative operation
- Case study discussion

In Class Talks to classmates

Required Readings:

Emergent Creative Processes. www.bloomberg.com

Ventur, H.J. (2012). Maslow's self-transcendence: How it can enrich organizational culture & leadership . *International Journal of Business, Humanities, & Technology* Vol 2 (7). p. 64-71 http://pages.stolaf.edu/psych-391-spring15/files/2014/02/Koltko-RIvera.pdf

Recommended Readings:
Von Oeck, R. (1983). *A Whack on the Side of the Head*. Warner Books
Von Oeck, R. (1986). *A Kick in the Seat of the Pants*. Harper & Row

Week9-Unit 11: Power

Topics:
- Old Power vs. New Power
- Case study discussion

In Class Talks to classmates

Required Readings:

Heimans, J. & Timms, H. (2014). Understanding new power. *Harvard Business Review*. December.p.1-17.   https://hbr.org/2014/12/understanding-new-power

Lunenburg, F. C. (2012). Power and Leadership: An Influence Process. International Journal of Management, Business, and Administration. Vol. 15, N. 1.   Pp. 1-11.

Clolery, P. The Non Profit Times' 2013 Power and Influence Top 50. The Non Profit Times. August 20, 2013.
http://www.thenonprofittimes.com/wp-content/uploads/2013/08/8-1-13_Top50_SR.pdf

Goncalves, Marcus (2013). Leadership Styles: The Power to Influence Others. International Journal of Business and Social Science, Vol. 4 No. 4; April 2013 (12-20)

Week10-Unit 12: Organizational Planning for Change

Topics:
- **Building and planning for change**
- **Case study discussion**
- **Review implementation plans:**
  https://www.google.com/search?q=implementation+plan+template

Required Readings:

Christensen, C.M.& Raynor, M.E. (2003). *The Innovation Solution: Creating & Sustaining Successful Growth.* Harvard Business School. (Cursory review) Requires HBR subscription

PROSCI. (2016). Four tips for building organizational change capacity:
https://www.prosci.com/change-management/thought-leadership-library/4-tips-for-building-organizational-agility

Jones, J., Aguirre, D., & Calderone, M. (2004). Ten Principles of Change Management. Tools and techniques to help companies transform quality. *Strategy + Business*
http://www.strategy-business.com/article/rr00006?gko=643d0
US Department of Health & Human Services: Federal Occupational Health
(https://www.hhs.gov/)

Week 11-Unit 13: Leading Through Conflict

<u>Topics:</u>
- Leading conflict in organizations
- Case study discussion

<u>**Required Readings:**</u>
Kazimoto, Paluku (2013). Analysis of conflict management and leadership for organizational change. *International Journal of Research In Social Sciences*. Vol. 3 (1). pp. **16-25**

Wan, H. K. (2007). Conflict management behaviors of welfare practitioners in individualistic and collectivist cultures. *Administration in Social Work*, *31*(1), **49-65**.

<u>**Recommended Readings:**</u>
Gerzon, M. (2006). Leading Through Conflict: How Successful Leaders Transform Differences Into Opportunities. Harvard Business Review Press **C.1-11, pp. 1-240**

Week 12-Unit 14: Leading Chaos

<u>Topics</u>
- **Theories and applications of leading chaos**
- **The wisdom of Tom Peters**
- **Case study discussion**

<u>**Recommended Readings:**</u>
Peters, T. (1991). *Thriving on Chaos: Handbook for a management revolution.* Harper (available used in paperback) Reading book is not necessary
Visit: https://tompeters.com/ to prepare for discussion

Week 12- Unit 15: Reflections & Prognostications; Statements of Purpose

Lessons Learned
The Past, The Present, & The Future
Large Scale System Design Proposal Due one week from last class date.

University Policies and Guidelines

IX.   ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. <mark>Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade.</mark> Students are expected to notify the instructor by email (**xxxx@usc.edu**) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

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

X.   ACADEMIC CONDUCT

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

XI.   SUPPORT SYSTEMS

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

USC Support and Advocacy (USCSA) – (213) 821-4710

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

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

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

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

XIV.   POLICY ON LATE OR MAKE-UP WORK
Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XV.   POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS
It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI.   CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)
Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Preamble
The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. .Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation**,** administration, advocacy, social and political action, policy development and

implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVII. ACADEMIC DISHONESTY SANCTION GUIDELINES

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

XVIII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact your advisor. If you need to pursue the issue further, contact the Co-Directors of the DSW program, **Dr. Marv Southard** (southard@usc.edu) or Dr. Nadia Islam (**nislam@usc.edu**). If you still have not received a satisfactory response or solution, contact the chair of doctoral programs, **Michael Hurlburt** (hurlburt@usc.edu).

XIX.   Tips for Maximizing Your Learning Experience in this Course (Optional)
- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions!
- ✓ Keep up with the assigned readings.
- ✓ Have fun!

Don't procrastinate or postpone working on assignments.
Do not assume you will be granted an extension for procrastination.