**SOWK 706:**

**Leading and Managing Large Complex Systems**

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| --- | --- | --- | --- | --- | --- |
| **Instructor:** R. Paul Maiden, PhD | **Course Day(s):** Monday, Wednesday, Thursday. | | | | |
| **E-Mail:** rmaiden@usc.edu |  | **Course Time:** 5-7PM (PST) | |  | | | |
| **Telephone:** 213-448-5814 |  | **Course Location:** VAC |  | |
| **Office:** VAC  **Office Hours**: by appointment |  |  |  | | | |
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# COURSE PREREQUISITES

SOWK 704 and SOWK 711

# 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.

# 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.

# COURSE OBJECTIVES

| **Objective #** | **Objectives** |
| --- | --- |
| 1 | Develop a comprehensive understanding of design thinking to create and design a complex large scale program, organization, and 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 trans-organizational 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] |

# 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.

# STUDENT LEARNING OUTCOMES

| **Objective #** | **Objectives** |
| --- | --- |
| 1 | Demonstrate a comprehensive understanding of design thinking to create and design a complex large scale program, organization, and 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 trans-organizational 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] |

# COURSE ASSIGNMENTS, DUE DATES AND GRADING

| **Assignment** | **Due Date** | **% of Final Grade** |
| --- | --- | --- |
| **Assignment 1: Analysis of Problem Creating System Paper** | Week 5 | 30% |
| **Assignment 2: Talk to classmates** | Weeks 9-12 | 25% |
| **Assignment 3: Large Scale System Designed to Eliminate Grand Challenge** | Weeks 15 | 35% |
| **Collegial Contributions:** | Ongoing | 10% |

**Each of the major assignments is described below:**

**ASSIGNMENT 1:**

**Analysis of Problem Creating System paper (30%)**

In this assignment, doctoral students are to identify and examine the system in which their Grand Challenge exists and how this system created or contributed to the problem leading to the Grand Challenge.

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 12 pages with a minimum of 15 current sources, excluding cover and bibliography. The instructor will provide an assignment guideline.

**DUE: Week Five**

## ASSIGNMENT 2:

## Talk to classmates (25%)

## Doctoral students will talk about their *ideas* to the class. This assignment provides doctoral students the opportunity to develop professional speaking 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 a minimum of four minutes, not to exceed five minutes. No PowerPoints.

## DUE: Weeks Nine-Twelve

**ASSIGNMENT 3:**

**Assignment Three:**

**Large Scale System Designed to Address your Grand Challenge (35%)**

Assignment three will focus on the design/development of a system that will address your Grand Challenge/wicked problem. Using Galbraith’s STAR model, you will provide an outline, detailed description of a strategy plan, implementation plan, and GANNT chart for developing the program, policy, legislation, organization, system or innovation that, you believe will lead to the eradication of your Grand Challenge from society. The paper must be a minimum of 13 pages (no more than 15, not including cover page, references, charts, diagrams) and contain a minimum of 20 current sources (at least 10 from peer-reviewed articles). The instructor will provide an assignment guideline.

**Due week 15 (no grace period)**

## COLLEGIAL CONTRIBUTIONS (10% of Course Grade)

Students will be expected to engage in collegial contributions by providing answers to questions embedded in the asynchronous sessions and by asking questions and providing commentary during the synchronous sessions. Students are especially encouraged to read and evaluate other students work.

**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>.

1. **REQUIRED, RECOMMENTDED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES**

**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. (2001). *Designing Dynamic Organizations: A Hands On Guide for Leaders at all Levels*. Amacom.

**Optional textbooks (worth consulting):**

**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 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 **Michael G. Rank, Ph.D**.

# COURSE OVERVIEW

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| --- | --- | --- | --- |
| **Content** | **Asynchronous** | **Synchronous** | **Assignments** |
| Week 1 | Introductions; Course overview; Assignments;  Grand Challenges; Systems theory; Leadership and Management. | Student introductions; expectations; instructor and course pedagogical philosophy; establish learning environment; student interests; collaboration and discussion. |  |
| Weeks 2 | Transorganizational collaborations; Sectors of society; Social Entrepreneurship.  Guest Speaker:  Zev Yaroslavsky | Collaborations, partnerships, and alliances; collaborative brainstorming; budget shortfall case study; case study discussion. |  |
| Weeks 3 | Complexity theory; thinking outside the box.  Guest Speaker:  Kim Belshe | Student presentations;  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. |  |
| Week 5 | Strategy and the Grand Challenges.  Guest Speaker:  Jackie Lacey | Building and Creating Strategy  For the Grand Challenges;  Incarceration Case Study;  case study discussion. | **Assignment 1: Analysis of Problem Creating System Paper due** |
| Week 6 | Leading system implementation.  Guest Speaker:  Albert Senella | The mechanics of *how to*…  Incarceration Case Study;  case study discussion. |  |
| Week 7 | Managing yourself. Guest Speaker:  Al Rowlett | Managing yourself; avoiding burnout; creating the schematic design; Incarceration case study; case study discussion. |  |
| Week 8 | Managing people and your Grand Challenge. Guest Speaker:  Mark Refowitz | Managing people; Homelessness Case Study; case study discussion. |  |
| Week 9 | Organizational equilibrium; complex partnerships.  Guest Speaker:  Fesia Davenport | Student presentations; Collaboration and sharing. Homelessness Case Study;  case study discussion. | **Assignment 2:**  **Talk to classmates** |
| Week 10 | Emergent creative processes and self-transcendence.  Guest Speaker:  Richard Van Horn | Student presentations; Collaboration and sharing  Homelessness Case Study;  case study discussion. | **Assignment 2:**  **Talk to classmates** |
| Week 11 | Power.  Guest Speaker:  Dr. Ken Wells/  Loretta Jones | Student presentations; Homelessness Case Study; case study discussion. | **Assignment 2:**  **Talk to classmates** |
| Week 12 | Building & planning for change.  Guest Speaker:  Dr. Carl Castro | Student presentations;  Veterans’ Health Care Case Study; case study discussion. | **Assignment 2:**  **Talk to classmates** |
| Week 13 | Leading Through Conflict.  Guest Speaker:  Dr. David Baron | Conflict and challenge; Veterans’ Health Care Case Study; case study discussion. |  |
| Week 14 | Leading Chaos.  Guest Speaker:  Bill Fujioka | The wisdom of Tom Peters; Veterans’ Health Care Case Study; case study discussion. |  |
| Week 15 | Reflections and Prognostications; Statements of Purpose | Student collaboration and sharing; lessons learned. | **Assignment 3: Large Scale System Designed to Eliminate Grand Challenge** |

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

**COURSE SCHEDULE: DETAILED DESCRIPTION**

| **Unit 1: Introduction to Leading and 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**.

| **Unit 2: Transorganizational Collaborations; Sectors of Society; Social Entrepreneurship** |  |
| --- | --- |
| **Topics:** | |
| * Leadership and management * Conceptual frameworks * Collaboration and partnerships * Failure by design * Case study discussion | |

### Required Readings:

**Blurring of the Sectors:** <https://urldefense.proofpoint.com/v2/url?u=http-3A__archive.skoll.org_2008_03_25_the-2Dblurring-2Dof-2Dsectors-2Dsocial-2Dentrepreneurship-2Demerges-2Dat-2Dthe-2Dnexus_&d=DwMFaQ&c=clK7kQUTWtAVEOVIgvi0NU5BOUHhpN0H8p7CSfnc_gI&r=D5MefDnhXqyA_N9aHPPUDQ&m=jpGL3WXgIsJx44BSwxo7XLej_NmZIIZ4gvSRZvucYrM&s=i1orITmjYhoSSI-rBPBdGrEud3kRP1HejvgukkR6Nf0&e=>

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

**How Philanthropy Fuels American Success. Excellence in Philanthropy. The Philanthropy Roundtable.** [www.philantrophyroundtanble.org](http://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).**

| **Unit 3: Complexity Theory: Thinking Outside the Box** |  |
| --- | --- |
| |  |  | | --- | --- | | **Topics:** | | | * Complexity theory * Behavioral Economics * Game Theory * Unintended Consequences (revisited) * Case study discussion  Required Readings: | |   **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>   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).** | |

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

### Required Readings:

Aguire, D. & Alpern, M. (2014, Summer). Ten principles of leading change. Strategy + Business, 75. [www.strategy.business.com](http://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).**

| **Unit 5: Strategy & The Grand Challenges** |  |
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| **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. Ch.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**](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.**

| **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. | | |
| **Unit 7: Managing Yourself** | |  |
| **Topics;** | | |
| * Managing Yourself * Avoiding Burnout | | |

### 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)**

| **Unit 8: Managing People** |  |
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**Topics:**

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| * **Motivating People** * **What Great Managers Do** * **Case study discussion** |

### 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).**

| **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 | |

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| | **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](http://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   | **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). | |  | |  | |  | |  | | | | | |
| **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**   **In class talks to classmates** | |

**Required Readings:**

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

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/>).

| **Unit 13: Leading Through Conflict** |  | |
| --- | --- | --- |
| **Topics:** | | |
| * Leading conflict in organizations * Case study discussion | | |

### Required Readings:

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.

### Recommended Readings:

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

| **Unit 14: Leading Chaos** |  | |
| --- | --- | --- |
| **Topics**   |  | | --- | | * **Theories and applications of leading chaos** * **The wisdom of Tom Peters** * **Case study discussion** |  Recommended Readings: 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. | | |
| **Unit 15: Reflections & Prognostications; Statements of Purpose** | |  |

Lessons Learned The Past, The Present, & The Future

**Large Scale System Design Proposal Due.**

**University Policies and Guidelines**

# ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email **(**[**xxxx@usc.edu**](mailto: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.

# 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](http://policy.usc.edu/scientific-misconduct/).

# 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](https://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](http://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](https://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](http://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](http://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](https://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](http://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](https://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](https://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](http://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](http://dps.usc.edu/)

# 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.

# Statement about Incompletes

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

# Policy on Late or Make-Up Work

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

# Policy on Changes to the Syllabus and/or Course Requirements

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

# Code of Ethics of the National Association of Social Workers (Optional)

*Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly* [*https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English*](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English)

## Preamble

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. .Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation**,** administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

Service

Social justice

Dignity and worth of the person

Importance of human relationships

Integrity

Competence

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

# Academic Dishonesty Sanction Guidelines

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

# Complaints

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 Director of the DSW program, **Dr. Nadia Islam** ([southard@us.edu](mailto:southard@us.edu) If you still have not received a satisfactory response or solution, contact the chair of doctoral programs, **Michael Hurlburt** ([hurlburt@usc.edu](mailto:hurlburt@usc.edu)).

**USC Policy Reporting to Title IX:** [https://policy.usc.edu/reporting-to-title-ix-student, misconduct/](https://policy.usc.edu/reporting-to-title-ix-student,%20misconduct/)

**USC Student Health Sexual Assault & Survivor Support**: <https://studenthealth.usc.edu/sexual-assault/>

1. **Tips for Maximizing Your Learning Experience in this Course (Optional)**

* Be mindful of getting proper nutrition, exercise, rest and sleep!
* Come to class.
* Complete required readings and assignments BEFORE coming to class.
* BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
* Come to class prepared to ask any questions you might have.
* Participate in class discussions.
* AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
* If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
* Keep up with the assigned readings.
* Have fun!

*Don’t procrastinate or postpone working on assignments.*