

# USC Suzanne Dworak-Peck

School of Social Work

## SOWK 714 Syllabus

### **Executive Leadership 3 Units**

“Leadership must first and foremost meet the needs of others”  
Robert Greenleaf

**Instructor:** Juan Carlos Araque, PhD  
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**Office:** CC 1110  
**Office Hours:** By appointment

**Course Day:** Thursdays  
**Course Time:** 5:00 – 7:00 pm PST  
**Course Location:** VAC - Zoom

#### **I. COURSE PREREQUISITES**

Concurrent enrollment in SOWK 713

#### **II. CATALOGUE DESCRIPTION**

Content focuses on application of theories and principles of executive leadership including development of personal skills, technical skills and skills in navigating organizations.

#### **III. COURSE DESCRIPTION**

Content focuses on understanding the range of knowledge and skills that are required of successful Executive Leaders and creation of a leadership development plan based on the 7C Model developed by John Tropicman, DSW.

#### **IV. COURSE OBJECTIVES**

<b>COURSE OBJECTIVES</b>
1. Introduce the range of skills and knowledge required of executive leaders, including personal characteristics, technical knowledge and organizational context
2. Examine the interaction between personal characteristics and organizational culture
3. Explore the function of various types of collaborations and sources of power and influence
4. Review project management techniques and demonstrate application of these strategies to students' projects
5. Describe the impact of organizational culture and context on service delivery

## V. STUDENT LEARNING OUTCOMES

<p>Student Learning Outcome Objectives (SLO) (Program Level Outcome #)</p> <p><i>Upon completing this course, students will be able to:</i></p>	<ol style="list-style-type: none"> <li>1. Develop an understanding of personal characteristics, technical skills and means of navigating organizations demonstrated by successful executive leaders (PLO#6)</li> <li>2. Enhance their appreciation for the role of diversity in organizations and the specific manner in which diverse governance affects organizational process and outcomes (PLO#6)</li> <li>3. Develop an appreciation of the functions of collaborations, power and influence; develop and apply these skills (PLO #6)</li> <li>4. Acquire project management skills and demonstrate use of these skills to further develop Capstone projects (PLO #7)</li> <li>5. Develop and initiate an individual executive development plan. (PLO#1, 2, 6)</li> </ol>
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## VI. COURSE FORMAT

The underlying principle of this course is that acquisition and deployment of executive leadership skills is an activity that is performed, developed and honed over the course of a professional career. Building upon existing classroom information, students will be challenged to develop specific personal, technical and organizational skills and strategies which will be implemented through practical assignments and supported through in-class discussions.

## VII. COURSE ASSIGNMENTS, DUE DATES AND GRADING

Assignment	Due Date	% Final Grade
Executive Leadership Analysis	Session 4	20%
Agency Annual Report Analysis	Session 7	20%
Behavioral Ethics Report	Session 11	20%
Final Presentation	Sessions 14 + 15	25%
Meaningful Class Participation	Ongoing	15%

## COURSE GRADING

Class grades will be assigned based on the final schedule:

Range of Points	Final Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-

**Note:** Please refer to the *Student Handbook* and the *University Catalogue* for additional discussion of grades and grading procedures.

## **EACH COURSE ASSIGNMENT IS DESCRIBED BELOW**

### **Assignment 1 – Executive Leadership Analysis**

Students will observe an executive leader in their organization, another organization or local government. Students will draw upon their knowledge of executive leadership characteristics, challenges, and collaborations to summarize their observations and write an analysis and critique. (Student Learning Outcome #1, #2)

Due Week 4

### **Assignment 2 – Agency Annual Report Analysis**

Successful executive leaders demonstrate the ability to regularly and effectively reflect on their work and that of similar agencies. Public and private organizations publish annual reports, describing their mission, programs, services, accomplishments, and financial statements. Students will (1) research and identify annual reports for two nonprofit organizations that work in the area of their Grand Challenge, (2) highlight each agency's mission and comment on the alignment of programs delivered with agency mission, (3) examine the latest agency's budget/annual report (including revenue and expenditures) and note the extent to which finances appear to support the agency's goals, and (4) recommend steps the agencies' leaders could take to improve their programs/services with the main goal of having a greater impact to their vulnerable and marginalized populations.

(Student Learning Outcomes #1, #4)

Due Week 7

### **Assignment 3 – Examination of Organizational Ethics and Values**

Leaders are faced with numerous decisions each day that embody their organization's explicit or implied values and culture. These decisions often involve ethical considerations/dilemmas which may not be fully recognized or addressed. Students will select one organizational challenge or dilemma (from observation or reading). Then, students will analyze this challenge, focusing on the ethical concerns it may raise. Students will draw from knowledge of behavioral ethics to illustrate actual versus ideal ethical behavior (e.g., behavioral ethics versus codes of ethics). Recommendations for approaches to resolving the issue(s) will be made. This assignment focuses on the following key areas of behavioral ethics: (1) a description of the organizational decision to be made, (2) an analysis of issues that result (e.g., ethical issues, compliance problems, financial consequences, morale problems), (3) an analysis of how the agency is resolving this issue or why it remains unresolved and (4) specific recommendations regarding leadership alternatives that could be considered and the relative merits of each.

(Student Learning Outcomes #2, #5)

Due Week 11

### **Final Presentation**

Students will provide an analysis of the status of their Capstone project and their leadership plan for implementation over the coming year(s). This will include reflections on the executive leadership skills/knowledge/plan developed over the course of the semester, and how these skills will be applied to the actual Capstone implementation and assessment.

(Student Learning Outcome #5)

Due Weeks 14 and 15.

## VIII. INSTRUCTIONAL METHODS

The course will consist of didactic information and experiential exercises. Case vignettes, self-assessments, videos and exercises will be used to facilitate students' learning. Exercises may include the use of videotapes or small group discussion/exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As the class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and exercises and its application to theory and practice.

### ATTENDANCE POLICY

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. Therefore, 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.

## IX. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

### Required Textbooks:

Tropman, *Team Impact: Achieving Twice as Much in Half the Time* (2017) Congella.

### Required Journal Articles, Book Chapters and Other Readings

There are required and recommended readings that are assigned and may be found on ARES.

<https://usc.ares.atlas-sys.com/ares/>

Once logged into ARES, students should search by using the SOWK 714 Lead Faculty instructor's name (Juan Carlos Araque, PhD), rather than the actual instructor's name. Students should also be able to find the readings by searching by department or course number: SOWK 714.

After you log into ARES, you need to search for the class you want to add. There are two ways to search. First, under the **Student Tools** menu on the left side of the screen, click on **Search Classes**. On the subsequent page, click on the appropriate drop-down menu by Department, Instructor (easiest method), or Course Number. **Note:** If you select Class Name under Course Number, you will need to know the title of your class as found on the class syllabus or in the USC Schedule of Classes. Once you locate the class, click on **Go** and on the subsequent page click the **Add Class** link located to the left of the search results to add the class you need. After you are finished searching, click on **Main Menu** and you will see all the classes you have added.

## **Suggested Textbooks and Periodicals:**

Araque, J. C. & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity*. New York, NY: Oxford University Press.

Brody, R. & Nair, M. (2014). *Effectively Leading and Managing Human Service Organizations* (4<sup>th</sup> Edition). Thousand Oask, CA: Sage.

Burghardt, S & Tolliver, W. (2010). *Stories of Transformative Leadership in the Human Services: Why the Glass Is Always Full*. Thousand Oaks, CA: Sage Publications.

Drucker, P. (2012). *Management*. Routledge.

Northouse, P. (2016). *Leadership: Theory and practice* (7<sup>th</sup> Edition). Thousand Oaks, CA: Sage.

Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York: Gallup Press.

Periodicals including:

*Educational Leadership*

*Forbes Magazine*

*Harvard Business Review*

*The Leadership Quarterly*

*The New Yorker*

## **Recommended Guidebook for APA Style Formatting and other writing formats**

APA format is indicated for academic papers. However, this course will also focus on creation of professional documents such as memos, letters, reports, etc.

## **Required APA Guidelines**

1. Use white 8 1/2 x 11” paper.
2. Make 1-inch margins on the top, bottom and sides.
3. The first word in each paragraph should be indented one-half inch.
4. APA recommends using Times New Roman font, size 12
5. Double-space the entire research paper, including cover and reference pages.

## **APA formatting rules for your paper—EasyBib**

[www.easybib.com/guides/students/writing-guide/iv...formatting/apa-paper-formatting/](http://www.easybib.com/guides/students/writing-guide/iv...formatting/apa-paper-formatting/)

<https://www.google.com/search?q=APA+Style+formatting&ie=utf-8&oe=utf-8>

## **Other Academic and Professional Sources**

Booher, D. (1984). *Send me a memo: A handbook of model memos*. New York, NY: Facts on File

Ehrenberg, A. S. C. (1982, November). Writing technical papers and reports. *The American Statistician*, 36, 326–320. This is number one in your course pack.

Gowers, Sir E. (1981). *The complete book of plain words*. London, UK: Penguin Books.

Holcombe, M. W., & Stein, J. (1981). *Writing for decision makers*. Belmont, CA: Wadsworth.

## **Recommended Websites**

Being First, Inc.

<http://www.beingfirst.com/>

National Association of Social Workers

<http://www.naswdc.org>

Network for Human Service Managers

[www.socialworkmanger.org](http://www.socialworkmanger.org)

The Center for Creative Leadership:

<http://www.ccl.org/leadership/index.aspx>

The Four Properties of Powerful Teachers

<https://www.chronicle.com/article/the-4-properties-of-powerful/228483>

The Greenleaf Center for Servant-Leadership

<http://www.greenleaf.org/>

The Leader to Leader Institute

<http://leadertoleader.org/>

**Note:** Additional required and recommended readings may be assigned by the instructor throughout the course.

## SOWK 714 – Course Overview

Unit #	Topics	Assignments & Assessments
<b>PART I – EXECUTIVE LEADERSHIP AND PERSONAL CHARACTERISTICS</b>		
<b>UNIT 1</b>	Course Introduction and Overview <ul style="list-style-type: none"> <li>▪ Course Syllabus, Expectations, and Assignments</li> <li>▪ Team Impact</li> <li>▪ The Seven Cs Model</li> <li>▪ Basic Skills Staircase</li> </ul>	
<b>UNIT 2</b>	Characteristics <ul style="list-style-type: none"> <li>▪ StrengthsFinder</li> <li>▪ Competing Values</li> <li>▪ My Personal Profile</li> <li>▪ Executiveship and Diversity</li> <li>▪ Cultural Proficiency, Equity and Diversity</li> </ul>	Leadership Assessment #1: <i>Strengths-Based Leadership Assessment</i>
<b>UNIT 3</b>	Crucibles and Collaboration <ul style="list-style-type: none"> <li>▪ What are Crucibles?</li> <li>▪ Crucible Management</li> <li>▪ Burnish Your EQ</li> <li>▪ Collaborations</li> <li>▪ Your Own Personal Board of Directors</li> <li>▪ Current Professional Community</li> </ul>	Leadership Assessment #2: <i>NSWM Self-Assessment Management Competencies Survey</i>
<b>UNIT 4</b>	Competencies: NSWM Executive Knowledge and Skills <ul style="list-style-type: none"> <li>▪ Executive Leadership</li> <li>▪ Strategic Management</li> <li>▪ Resource Management</li> <li>▪ Community Collaboration</li> <li>▪ Critical Thinking</li> <li>▪ There is More Than One Right Answer</li> </ul>	<b>Assignment 1 Due</b>
<b>UNIT 5</b>	Intra-Interpersonal Competencies: Knowledge and Skills <ul style="list-style-type: none"> <li>▪ Personal vision/Strategic Plan</li> <li>▪ Energy and Time Budget</li> <li>▪ Managing Your Health</li> <li>▪ Managing Oneself</li> </ul>	
<b>PART II – EXECUTIVE LEADERSHIP AND TECHNICAL COMPETENCIES</b>		
<b>UNIT 6</b>	Technical Competencies <ul style="list-style-type: none"> <li>▪ Budgeting and Social Exploitation</li> <li>▪ Activity-based Costing/PUMA</li> <li>▪ Index of Difference</li> <li>▪ The Total Compensation Model: Hard and Soft Pay</li> </ul>	
<b>UNIT 7</b>	Impact Competencies <ul style="list-style-type: none"> <li>▪ Team Science</li> <li>▪ The Agenda</li> </ul>	<b>Assignment 2 Due</b>

	<ul style="list-style-type: none"> <li>▪ Principles: The Magnificent Seven</li> <li>▪ The Recipe: Manage Information, Process and Words</li> <li>▪ Tips for Great Presentations</li> </ul>	
<b>UNIT 8</b>	<b>Decision Building and Orchestrating Effective Decisions</b> <ul style="list-style-type: none"> <li>▪ The Deeper Structure of Decision Making</li> <li>▪ Let's Take a Closer Look</li> <li>▪ What is Needed: Steps in the Decision Process</li> <li>▪ New Techniques for Decision Management</li> </ul>	
<b>PART III – EXECUTIVE LEADERSHIP AND THE ORGANIZATION</b>		
<b>UNIT 9</b>	<b>Conditions (Agency Structure and Culture)</b> <ul style="list-style-type: none"> <li>▪ Overview of Conditions</li> <li>▪ The Theoretical Organization</li> <li>▪ Organizational Culture</li> <li>▪ Values are Juxtaposed Rather Than Opposed</li> <li>▪ Behavioral Ethics</li> </ul>	
<b>UNIT 10</b>	<b>Context</b> <ul style="list-style-type: none"> <li>▪ Context</li> <li>▪ The Protestant and Catholic Ethic</li> <li>▪ The Two Capitalisms</li> <li>▪ American Negativism: 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Centuries</li> </ul>	
<b>UNIT 11</b>	<b>Introducing and Managing Change</b> <ul style="list-style-type: none"> <li>▪ Three Forms of Change</li> <li>▪ Tichy and Devanna's Process of Change</li> <li>▪ Transformational Leadership</li> <li>▪ Herbert Simon's Cost of Change</li> </ul>	<b>Assignment 3 Due</b>
<b>UNIT 12</b>	<b>Leadership Perspectives: Impact and Relevance</b> <ul style="list-style-type: none"> <li>▪ Great Presentation</li> <li>▪ Executive Leadership Perspectives</li> <li>▪ Long Lasting Companies: The Century Club</li> <li>▪ Hiring Well</li> <li>▪ Form of Dying</li> <li>▪ Executive Presence</li> </ul>	
<b>UNIT 13</b>	<b>Behavior IN Organizations</b> <ul style="list-style-type: none"> <li>▪ Behavior in and of organizations</li> <li>▪ Coping and Survival</li> <li>▪ Executive Departure and Derailment</li> <li>▪ What is going on? How do we explain all of this?</li> </ul>	
<b>UNIT 14</b>	<b>Behavior OF Organizations</b> <ul style="list-style-type: none"> <li>▪ The Toxic Organization</li> <li>▪ Examples of Toxic Organizations</li> <li>▪ Student Presentations (Part 1)</li> </ul>	<b>Presentations</b>
<b>UNIT 15</b>	<b>Student Presentations</b> <ul style="list-style-type: none"> <li>▪ Student Presentations (Part 2)</li> </ul>	<b>Presentations</b>

## Course Schedule—Detailed Description

### PART I: EXECUTIVE LEADERSHIP AND PERSONAL CHARACTERISTICS

#### Unit 1 – Course Introduction and Overview

##### Topics

- Course Syllabus, Expectations, and Assignments
- Team Impact
- The Seven Cs Model
- Basic Skills Staircase

##### Required Readings

Tropman & Wooten, *The Seven Cs* – Read the following two articles:

[https://businessperspectives.org/media/zoo/applications/publishing/templates/article/assets/js/pdfjs/web/viewer.php?file=/pdfproxy.php?item\\_id:3469](https://businessperspectives.org/media/zoo/applications/publishing/templates/article/assets/js/pdfjs/web/viewer.php?file=/pdfproxy.php?item_id:3469)

<http://webuser.bus.umich.edu/lpwooten/PDF/pmi%20article%20tropman%20wooten.pdf>

Watch John Maxwell's YouTube video on the 5 levels of leadership: <https://youtu.be/jsjIJCOzmkh>

##### Homework for Week 2

Complete the Strengths-Based Leadership Assessment online (This survey takes 40-45 minutes. Before and during the survey completion, make sure to avoid any distractions) and place your results on the course wall for Week 2 (The entire report cost is \$19.99) -

[https://www.gallupstrengthscenter.com/home/en-us/strengthsfinder?utm\\_source=strengthsgallupcom&utm\\_campaign=coming\\_soon&utm\\_medium=redirect](https://www.gallupstrengthscenter.com/home/en-us/strengthsfinder?utm_source=strengthsgallupcom&utm_campaign=coming_soon&utm_medium=redirect)

#### Unit 2 – Characteristics

##### Topics

- StrengthsFinder
- Competing Values
- My Personal Profile
- Executiveship and Diversity
- Cultural Proficiency, Equity and Diversity

##### Required Readings

Araque, J. C. & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity* (Chapter 8: Cultural proficiency, equity, and diversity, pp. 202-220). New York, NY: Oxford University Press.

Araque, J. C. & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity* (Chapter 9: Women in leadership, pp. 221-242). New York, NY: Oxford University Press.

Phillips, K. (2014). How Diversity Makes Us Smarter. *Scientific American*.  
<https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/>

Gilbert, J. & Balik, B. (2017). Values-Driven Leadership: A Pathway to Sustained Organizational Success. *NEJM Catalyst*.  
<https://catalyst.nejm.org/values-driven-leadership-pathway-success/>

### **Recommended Resources and Websites**

The Servant Leadership Institute - <https://www.servantleadershipinstitute.com/>

Daniel Goleman and Bill George: Authenticity and Empathy -  
<https://www.youtube.com/watch?v=9oQxFUo9zfM>

Innovative Companies Hire More Women -  
[https://www.ted.com/talks/rocio\\_lorenzo\\_want\\_a\\_more\\_innovative\\_company\\_hire\\_more\\_women?utm\\_source=tedcomshare&utm\\_medium=email&utm\\_campaign=tedsread](https://www.ted.com/talks/rocio_lorenzo_want_a_more_innovative_company_hire_more_women?utm_source=tedcomshare&utm_medium=email&utm_campaign=tedsread)

### **Application**

Leadership Assessment #1: *Strengths-Based Leadership Assessment* (please use your personal code provided in the Rath's textbook or on the Gallup's website).

## **Unit 3 – Crucibles and Collaboration**

### **Topics**

- What are Crucibles?
- Crucible Management
- Burnish Your EQ
- Collaborations
- Your Own Personal Board of Directors
- Current Professional Community

### **Required Readings**

#### **Crucibles**

Bennis, W. & Thomas, R. (2002). Crucibles of leadership. *Harvard Business Review*.  
<https://hbr.org/2002/09/crucibles-of-leadership>

#### **Emotional Intelligence**

David, S. & Congleton, C. (2013). Emotional Agility. *Harvard Business Review*.  
<https://hbr.org/2013/11/emotional-agility>

Hougaard, R., Carter, J. & Afton, M. (2018). Self-Awareness Can Help Leaders More Than an MBA Can *Harvard Business Review*.  
<https://hbr.org/2018/01/self-awareness-can-help-leaders-more-than-an-mba-can>

## **Collaborations/Networking**

Uzzi, B. & Dunlap, S. (2005). How to Build your Network. *Harvard Business Review*.  
<https://hbr.org/2005/12/how-to-build-your-network>

## **Recommended Resources and Websites**

Goldberg, M. (2013). Rediscovering Personal Network.  
[www.youtube.com/watch?v=Po-QOVodPhU](http://www.youtube.com/watch?v=Po-QOVodPhU)

Five Career Tips: Networking in the Social Work Profession by Jonathan Richardson  
<https://www.socialworkhelper.com/2014/06/05/social-workers-need-to-be-social-networkers/amp/>

## **Application**

Complete Leadership Assessment 2: *NSWM Self-Assessment Management Competencies Survey* to be ready to discuss next week.

<https://socialworkmanager.org/wp-content/uploads/2018/12/HSMC-Guidebook-December-2018.pdf>

## **Unit 4 – Competencies: NSWM Executive Knowledge and Skills    ASSIGNMENT 1 DUE**

### **Topics**

- Executive Leadership
- Strategic Management
- Resource Management
- Community Collaboration
- Critical Thinking
- There is More Than One Right Answer

### **Required Readings**

Heath, R. G. (2007). Rethinking community collaboration through a dialogic lens: Creativity, democracy, and diversity in community organizing. *Management Communication Quarterly*, 21(2), 145-171.

Marcus, B. (2018). The Networking Advice No One Tells You. *Forbes*.  
<https://www.forbes.com/sites/bonniemarcus/2018/05/22/the-networking-advice-no-one-tells-you/#7c2302777263>

Network for Social Work Management (NSWM): Human Services Management Competencies  
<https://socialworkmanager.org/wp-content/uploads/2018/12/HSMC-Guidebook-December-2018.pdf>

### **Recommended Resources and Websites**

Network for Social Work Management (NSWM) – [www.socialworkmanager.org](http://www.socialworkmanager.org)

Association for Community Organization and Social Administration (ACCOSA) -  
<https://www.acosa.org/joomla/>

## Unit 5 – Intra-Interpersonal Competencies: Knowledge and Skills

### Topics

- Personal vision/Strategic Plan
- Energy and Time Budget
- Managing Your Health
- Managing Oneself

### Required Readings

Bal, V., Campbell, M., & McDowell-Larsen, S. (2008). *Managing leadership stress*. Center for Creative Leadership.

Kuhel, B. (2017). Power v. Influence: Knowing the Difference Could Make or Break Your Company. *Forbes*.

<https://www.forbes.com/sites/forbescoachescouncil/2017/11/02/power-vs-influence-knowing-the-difference-could-make-or-break-your-company/#437ae438357c>

### Recommended Resources and Websites

Powerful Time Budget Management Strategy

<https://sidsavara.com/time-management-strategy-time-budget/>

Simon Sinek TEDTalk on How Leaders Inspire Action

[https://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action](https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action)

## PART II – EXECUTIVE LEADERSHIP AND TECHNICAL COMPETENCIES

## Unit 6 – Technical Competencies

### Topics

- Budgeting and Social Exploitation
- Activity-based Costing/PUMA
- Index of Difference
- The Total Compensation Model: Hard Pay
- The Total Compensation Model: Soft Pay

### Required Readings

Tropman, J. The Compensation Solution.

<http://catdir.loc.gov/catdir/samples/wiley031/2001001166.pdf>

Tropman, J., & Nicklett, E. (2012). Balancing the budget through social exploitation: Why hard times are even harder for some. *Advances in Applied Sociology*, 2(2), 111-119.

### Recommended Resources and Websites

Activity Based Costing (ABC) Explanation and Examples

<https://www.accountingcoach.com/activity-based-costing/explanation>

**Topics**

- Team Science
- The Agenda
- Principles: The Magnificent Seven
- The Recipe: Manage Information, Process and Words
- Tips for Great Presentations

**Required Readings**

Tropman, J. (2018). *Team Impact: Achieving twice as much in half the time* (Introduction, pp. 1-22; Chapter 1, pp. 23-30; Chapter 6, pp. 79-90; Chapter 7, pp.91-96). Boston: Congnella Academic Publishing.

Google Project Aristotle: Five Keys to Team Success

<https://searchitoperations.techtarget.com/blog/Modern-Operations-Apps-Stacks/Google-Project-Aristotle-5-Keys-to-Team-Success>

**Recommended Resources and Websites**

Running successful meetings in local government

[https://www.icompassstech.com/?gclid=EAIaIQobChMI3ZOM0dXn4AIVk7XACH34qgYREAAAYAiAAEgLV4vD\\_BwE](https://www.icompassstech.com/?gclid=EAIaIQobChMI3ZOM0dXn4AIVk7XACH34qgYREAAAYAiAAEgLV4vD_BwE)

## Unit 8 – Decision Making and Orchestrating Decisions

**Topics**

- The Deeper Structure of Decision Making
- Let's Take a Closer Look
- What is Needed: Steps in the Decision Process
- New Techniques for Decision Management

**Required Readings**

Bazerman, Max, and Don A. Moore. *Judgment in Managerial Decision Making* (8<sup>th</sup> ed. Introduction and Chapter 1). John Wiley & Sons, 2013.

Corporate Responsibility and Corporate Compliance

<https://oig.hhs.gov/fraud/docs/complianceguidance/040203corpresprsceguide.pdf>

Saaty, T. L. (2008). Decision making with the analytic hierarchy process. *International journal of services sciences*, 1(1), 83-98.

[https://s3.amazonaws.com/academia.edu.documents/35403867/saaty\\_2008.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1551679468&Signature=B1GEY5sDzqLLhgopvs7z%2FqzNjfQ%3D&response-content-disposition=inline%3B%20filename%3DDecision\\_making\\_with\\_the\\_analytic\\_hierar.pdf](https://s3.amazonaws.com/academia.edu.documents/35403867/saaty_2008.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1551679468&Signature=B1GEY5sDzqLLhgopvs7z%2FqzNjfQ%3D&response-content-disposition=inline%3B%20filename%3DDecision_making_with_the_analytic_hierar.pdf)

**Recommended Resources and Websites**

The Oxygen Project: <https://www.theoxygenproject.com/our-story>

## PART III – EXECUTIVE LEADERSHIP AND THE ORGANIZATION

### Unit 9 – Conditions (Agency Structure and Culture)

#### Topics

- Overview of Conditions
- The Theoretical Organization
- Organizational Culture
- Values are Juxtaposed Rather Than Opposed
- Behavioral Ethics

#### Required Readings

Treviño, L. K., Weaver, G. R., & Reynolds, S. J. (2006). Behavioral ethics in organizations: A review. *Journal of management*, 32(6), 951-990.

Tropman, J. E., & Nicklett, E. J. (2012). Organizational theory. In B. A. Thyer, K. M. Sowers, & C. N. Dulmus (Eds.), *Human behavior in the social environment: Theories for social work practice*. Hoboken, NJ: Wiley.

What is Organizational Culture? Definition and characteristics

<https://study.com/academy/lesson/what-is-organizational-culture-definition-characteristics.html>

#### Recommended Resources and Websites

Strategic Planning - <https://www.balancedscorecard.org/BSC-Basics/Strategic-Planning-Basics>

### Unit 10 - Context

#### Topics

- Context
- The Protestant and Catholic Ethic
- The Two Capitalisms
- American Negativism: 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Centuries

#### Required Readings

Business and society: Creating shared value: In conversation with N. R. Narayana Murthy, Founder, Infosys

[https://ac.els-cdn.com/S0970389616000069/1-s2.0-S0970389616000069-main.pdf?\\_tid=6fdc0062-515a-4d57-9962-023b7b51c7e1&acdnat=1551732487\\_bc96522727bfd7c2e0759e76bc283774](https://ac.els-cdn.com/S0970389616000069/1-s2.0-S0970389616000069-main.pdf?_tid=6fdc0062-515a-4d57-9962-023b7b51c7e1&acdnat=1551732487_bc96522727bfd7c2e0759e76bc283774)

McLaughlin, K., & McMillion, D. Business in society in coming decades

<https://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/business-and-society-in-the-coming-decades>

Tropman, J. (2010). The “catholic ethic” v. the “protestant ethic” catholic social service and the welfare state

<https://www.tandfonline.com/doi/abs/10.1080/15426432.1986.10383545?journalCode=wzs-t20>

### **Recommended Resources and Websites**

Science Direct

<https://www.sciencedirect.com/>

## **Unit 11 – Introducing and Managing Change**

**ASSIGNMENT 3 DUE**

### **Topics**

- Three Forms of Change
- Tichy and Devanna’s Process of Change
- Transformational Leadership
- Herbert Simon’s Cost of Change

### **Required Readings**

Kark, R., Shamir, B., & Chen, G. (2003). The two faces of transformational leadership: Empowerment and dependency. *Journal of applied psychology*, 88(2), 246.

<http://psy482.cankaya.edu.tr/uploads/files/The%20Two%20Faces%20of%20TL.pdf>

Tichy, N. M. (1982). Managing change strategically: The technical, political, and cultural keys. *Organizational dynamics*, 11(2), 59-80.

Watt, W. Facilitating social change leadership theory: 10 recommendations toward effective leadership

<http://www.journalofleadershiped.org/attachments/article/184/Watt.pdf>

### **Recommended Resources and Websites**

Real Leaders Negotiate to Meet their Organization’s Goals -

<https://www.pon.harvard.edu/daily/leadership-skills-daily/real-leaders-negotiate-meet-organizations-goals/>

## **Unit 12 - Leadership Perspective: Impact and Relevance**

### **Topics**

- Great Presentation
- Executive Leadership Perspectives
- Long Lasting Companies: The Century Club
- Hiring Well
- Form of Dying
- Executive Presence

## Required Readings

Monarth, H. Executive presence

<http://bml.s3.amazonaws.com/pdf/executivepresence.pdf>

Shirey, M. R. (2013). Executive presence for strategic influence. *Journal of Nursing Administration*, 43(7/8), 373-376.

Ten Tips for a Good Presentation

<https://www.presentationmagazine.com/ten-tips-for-a-good-presentation-9292.htm>

## Recommended Resources and Websites

10 Tips for More Effective PowerPoint Presentations by Dustin Wax

<https://www.lifehack.org/articles/featured/10-tips-for-more-effective-powerpoint-presentations.html>

## Unit 13 – Behavior IN Organizations

### Topics

- Behavior IN and OF organizations
- Coping and Survival
- Executive Departure and Derailment
- What is going on? How do we explain all of this?

### Required Readings

Araque, J. C. & Weiss, E. L. (2019). *Leadership with impact: Preparing health and human service professionals in the age of innovation and diversity* (Chapter 3: Key leadership stiles for social change and innovation, pp. 46-69). New York, NY: Oxford University Press.

Federer, D. 10 signs you company may be toxic

<https://federerperformance.com/2018/03/20/10-signs-company-culture-toxic/>

Questions to ask a CEO to ensure a healthy company culture

<https://getlighthouse.com/blog/questions-to-ask-a-ceo-healthy-culture/>

### Recommended Resources and Websites

The Servant Leadership Institute

<https://www.servantleadershipinstitute.com/>

## Unit 14 – Behavior OF Organizations

## Student Presentations Part 1

### Topics

- The Toxic Organization
- Examples of Toxic Organizations

- Student Presentations (Part 1)

### Required Readings

Grandey, A. A. (2000). Emotional regulation in the workplace: A new way to conceptualize emotional labor. *Journal of occupational health psychology*, 5(1), 95.

<https://resekianimasbakar.com/wp-content/uploads/2018/06/Emotion-Regulation-in-The-Workplace.pdf>

Malchiodi, C. Humor: The human gift for coping and survival

<https://www.psychologytoday.com/us/blog/arts-and-health/200806/humor-the-human-gift-coping-and-survival>

### Recommended Resources and Websites

Drew, H. (2017). Every kiss begins with Kay: Hundreds allege sex harassment and discrimination at Kay and Jared Jewelry Company. *Washington Post*.

[https://www.washingtonpost.com/business/economy/hundreds-allege-sex-harassment-discrimination-at-kay-and-jared-jewelry-company/2017/02/27/8dcc9574-f6b7-11e6-bf01-d47f8cf9b643\\_story.html?noredirect=on&utm\\_term=.370552ebfda2](https://www.washingtonpost.com/business/economy/hundreds-allege-sex-harassment-discrimination-at-kay-and-jared-jewelry-company/2017/02/27/8dcc9574-f6b7-11e6-bf01-d47f8cf9b643_story.html?noredirect=on&utm_term=.370552ebfda2)

Lieber, R. (2017). You don't want what Wells Fargo is selling: What should it do now? *New York Times*.

<https://www.nytimes.com/2017/01/13/your-money/you-dont-want-what-wells-fargo-is-selling-what-should-it-do-now.html>

## Unit 15 – Student Presentations (Part 2)

## Student Presentations

### Part 2

### Topics

- Student Presentations (Part 2)

## University Policies and Guidelines

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### **XI. 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 ([araque@usc.edu](mailto:araque@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.

### **XII. 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>

### **XIII. 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](http://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](http://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](http://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](http://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](http://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)

**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**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]*

**Preamble**

The primary mission of the social work profession is to enhance human wellbeing 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 wellbeing in a social context and the wellbeing

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 the Course Lead: Dr. Juan Carlos Araque ([araque@usc.edu](mailto:araque@usc.edu)).

**XIX. Tips for Maximizing Your Learning Experience in this Course**

- ✓ 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.

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

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