PPD 572: Special Issues in International Public Policy :: Organizational Modernization – Building Resiliency and Responsiveness
Units: 2.0
Term Dates: January 15-May 12 ;
Meeting Day—Time: Wednesdays ; 2:00-3:50PM

Instructor: Vikram Jadhav
Contact Info: vjadhav@usc.edu

Location: VPD 105 & Online

IMPORTANT:
The general expectation for a standard format course offered in a standard 15-week term is that the number of 50-minute contact hours per week should equal the number of semester units indicated and that one semester unit entails 1 hour of class time and 2 hours of outside work (3 hours total) per week. Standard fall and spring sessions (001) require a final summative experience during the University scheduled final exam day and time.

Course Description

In the age of advanced globalization, the role of public sector institutions ("PSI") to combat issues as challenging as environmental threats and resource and social inequality, to issues as mundane as administration and municipal service delivery, is more pronounced than ever. But while PSI's throughout the world are uniquely positioned to drive the economic and social health of the communities they serve, leaders of these organizations are often dealing with significant challenges that require doing more with less.

Long approval processes, a persistent lack of resources, and time-consuming regulations are common culprits to inhibiting needed operational modernization. On top of that and now more than ever, most people on our planet live in cities, and this unforeseen level of urbanization and population growth has caused a myriad of complex challenges to cities, and specifically the organizations that serve them.

This is a hands-on, skills based course designed to prepare students to immediately begin developing and executing change management initiatives within organizations, public or private, using universal methods applied for challenges globally. The course will emphasize the unique challenges in public organizations, but the concepts, strategies and skills are applicable to all types of organizations in the private and nonprofit sectors as well as the public sector. Students will come away with an understanding of human-centered design approaches to technology and business process improvements and behavioral science centered approaches to nudging behavior change. Students will interact with product development principles, data science and data visualization strategies, narrative development, and communication design.

Learning Objectives
By the end of the course, students should be able to:

Develop a design-thinking approach to strengthen the management of organizations
1. Understand the breadth of the challenges facing public organizations in modernizing their operations and tactical methods to identify and implement both low-cost and at-cost solutions
2. Apply innovation methods to unearth insights that serve to improve business processes as a first step towards modernization
3. Incorporate human centered design thinking and behavioral science interventions to improve public sector service delivery

Employ innovation methods within organizations to enable doing more with less
1. Lead discovery exercises with key staff in organizations
2. Develop change management plans
3. Build a management tool kit that includes the following skills:
   a. Process mapping
   b. Data visualization basics
   c. Narrative development
   d. Communications and engagement methods

Course Notes
All lecture slides, non-textbook readings, assignments, datasets, etc., will be available via USC's Blackboard site, https://blackboard.usc.edu.

Technological Proficiency and Hardware/Software Required
Proprietary software packages are not required for this course

Required and Supplementary Readings:

Readings by Topic: *(more supplemental readings may be added throughout the semester)*

Note: Readings are generally light, but will provide an overview of what is to be discussed in class. All readings by section should be considered core reading material, with the exception of Section VI - Behavioral Science, which uses a core text, with supplemental readings that are recommended, but not required.

Jan 20 - **WEEK 1 - Introduction, Civic Innovation Methods**

Apolitical Magazine, (2019)
https://apolitical.co/solution_article/what-is-government-innovation/

Hoehn, Rob, "The Key Challenges of Government Innovation," Innovationmanagement.se
https://innovationmanagement.se/2018/05/21/the-key-challenges-of-government-innovation/

Glor, Eleanor, "Challenges to Innovation in the Public Sector," The Innovation Journal, Vol.3 (1997)
https://www.innovation.cc/discussion-papers/challenge_public_innovate_gor_v2i3a3.pdf

Observatory of Public Sector Innovation, "Embracing Innovation in Government," OECD-OPSI (2019): 04-24
https://trends.oecd-opsi.org/embracing-innovation-in-government-global-trends-2019.pdf

Dohrman, Thomas; Ghia, Ankur; Murthy, Elizabeth, "Advice from Silicon Valley: How tech-sector practices can promote innovatin in government," McKinsey & Co (2018)
https://www.mckinsey.com/industries/public-sector/our-insights/advice-from-silicon-valley-how-tech-sector-practices-can-promote-innovation-in-government?cid=eml-web

Feb 3 - **WEEK 2 - Modernization Processes**

Dudley, Emma; Lin, Diaan-Yi; Ng, Jonathan, "Implementing a citizen-centric approach to delivering government service," McKinsey & Co (2015)
https://www.mckinsey.com/industries/public-sector/our-insights/implementing-a-citizen-centric-approach-to-delivering-government-services

Roy, Jeffrey, "Digital Government and Service Delivery: An examination of performance and prospects," Institute of Public Administration of Canada (2017)
https://onlinelibrary.wiley.com/doi/full/10.1111/capa.12231

Georgiou, Michael, "User Experience Is the Most Important Metric You Aren't Measuring." Entrepreneur Magazine (2018)
https://www.entrepreneur.com/article/309161

Feb 3 - **WEEK 3 - Modernization Processes**

Komninos, Andreas. "7 UX Deliverables: What will I be making as a UX designer?" Interaction Design Foundation (2019)
https://www.interaction-design.org/literature/article/7-ux-deliverables-what-will-i-be-making-as-a-ux-designer

Dunlop, Alex; Shoag, Mike, "Modernization in Government: FAQs," Forum One (2019)
https://www.forumone.com/ideas/modernization-in-government-faqs/

Suter, Kelly, "Master Your Requirements Gathering (Here's How)," The Digital Project Manager (2018)
https://thedigitalprojectmanager.com/requirements-gathering-guide/

Contributed Content, "The Ultimate Guide to OKR - Everything you need to know about Objectives and Key Results," Perdoo.com
https://www.perdoo.com/the-ultimate-okr-guide/

Feb 10 -   WEEK 4 - Process Mapping & Stakeholder Engagement

"How to Make a Process Map." Lucidchart.com (2018)
https://www.lucidchart.com/pages/process-mapping/how-to-make-a-process-map

"Step-by-Step Guide to Business Process Mapping," Tallyfy.com (2019)
https://tallyfy.com/business-process-mapping/#Types_of_Business_Process_Maps

"7 Hidden Benefits of Process Mapping - Why Process Improvement is About More than Graphic Appeal," Big Sky Associates (2019)
https://www.bigskyassociates.com/7-hidden-benefits-of-process-mapping-more-than-graphic-appeal

"Process Mapping Symbols and Notation," Lucidchart.com (2019)
https://www.lucidchart.com/pages/process-mapping/process-map-symbols

"10 Key Principles of Stakeholder Engagement," Association for Project Management
https://www.apm.org.uk/resources/find-a-resource/stakeholder-engagement/key-principles/

Pacagnella, Antonio, C.; Porto, Geciane, S.; Pacifico, Ornella, Salgado, Alexandre, P.,"Project Stakeholder Management: A Case Study of a Brazilian Science Park," Journal of Technology Management & Innovation (2015)
https://www.jotmi.org/index.php/GT/article/download/1724/963

Sutterfield, J. Scott; Friday-Stroud, Shawnta; Shivers-Blackwell, Sheryl, "A Case Study of Project and Stakeholder Management Failures: Lessons Learned," Project Management Journal (2006)
https://people.eecs.ku.edu/~hossein/811/Papers/stakeholder-management.pdf

Chan, Edwin H.W., "A Framework for Stakeholder Engagement to Formulate the Proposed Green Deck Project at Cross Harbour Tunnel," The Hong Kong Polytechnic University (2014)
https://www.polyu.edu.hk/cpa/greendeck/pdf/8_Prof_Edwin_Chan_A_framework_for_stakeholder_engagement_to_formulate_the_proposed_Green_Deck_project_at_Cross_Harbour_Tunnel.pdf

Feb 17 -   WEEK 5 - Business Intelligence

Contributed Content, "How Governments are Adopting Modern Business Intelligence," Fedscoop.com (2017)
https://www.fedscoop.com/governments-adopting-modern-business-intelligence/

Contributed Content, "Government Business Intelligence and You - A Needed Democracy," Northeastern University, (2017)
https://www.northeastern.edu/levelblog/2017/07/27/government-bi-democracy/

Contributed Content, "2019 Business Intelligence Trends," Tableau.com (2019)
https://www.tableau.com/reports/business-intelligence-trends

Durcevic, Sandra, "Introduction to the Basic Business Intelligence Concepts," Datapine.com (2019)
https://www.datapine.com/blog/business-intelligence-concepts-and-bi-basics/

Thelwell, Richard, "Business Intelligence Basics: The Top 10 Buzzwords You Should Know," Matillion.com, (2019)
https://www.matillion.com/insights/business-intelligence-basics-the-top-10-buzzwords-you-should-know/

Adair, Bergen, "Business Intelligence Applications: Considering the Application of BI," SelectHub.com
https://selecthub.com/business-intelligence/4-key-bi-applications/

Simor, Adele, "Dashboarding Lessons from People Who've Been There and Done It," Geckoboard.com (2017)
https://www.geckoboard.com/blog/dashboarding-lessons-from-people-whove-been-there-and-done-it/

Ganapati, Sukumar, "Use of Dashboards in Government," IBM Center for The Business of Government (2011)
http://federalnewsnetwork.com/wp-content/uploads/pdfs/080111_dashboard_report_ibm.pdf

Nemani, Abhi, "What I've Learned: Government Dashboards & The Different Kinds of Data," Medium (2016)
https://medium.com/@abhinemani/government-dashboards-what-ought-we-do-b0dcc58f299d

Feb 24 -   WEEK 6 - Change Management

Contributed Content, "What is Change Management," Prosci.com
https://www.prosci.com/resources/articles/what-is-change-management

Perkins, Bart, "What is Change Management? A guide to organizational transformation," CIO.com (2018)
https://www.cio.com/article/2439314/change-management-change-management-definition-and-solutions.html

Mar 3 -   WEEK 7 - Change Management

Contributed Content, "8 Elements of an Effective Change Management Process," Smartsheet.com
https://www.smartsheet.com/8-elements-effective-change-management-process

Ostroff, Frank, "Change Management in Government," Harvard Business Review (2006)
https://hbr.org/2006/05/change-management-in-government

Melchor, Oscar, "Managing Change in OECD Governments - An Introductory Framework," OECD Publishing (2008)
http://www.oecd.org/governance/pem/42142231.pdf

Mar 10 -   WEEK 8 - Change Management

Veyrat. Pierre, "Process Performance Metrics: A Description of 8 of them," Heflo.com, (2016)
https://www.heflo.com/blog/business-management/process-performance-metrics/

Contributed Content, "The 5 Minute Guide to Understanding KPIs," Swydo.com (2016)
https://blog.swydo.com/2016/10/5-minute-guide-to-understanding-kpis/

Contributed Content, "How to Find Key Performance Indicators (KPIs) with Examples," Optimizesmart.com
https://www.optimizesmart.com/understanding-key-performance-indicators-kpis-just-like-that/

Contributed Content, "The Ultimate List of Change Management Tools to Drive Change Like a Pro," Creately (2019)
https://creately.com/blog/diagrams/change-management-tools-list/

Mar 17 -   Week 9 - Behavioral Science

Core Reading

OECD "Tools and Ethics for Applied Behavioral Insights: The BASIC Toolkit," OECD Publishing (2019)
https://whatworks.gov.ie/app/uploads/2019/07/Tools-and-Ethics-for-Applied-Behavioural-Insights-The-BASIC-Toolkit.pdf

Supplemental

Park, Toby; Green, Kevin; Reiner, Carolin; Williamson, Katie, "Behavior Change for Nature: A Behavioral Science Toolkit for Practicitioners," Behavioral Insights (2019)
https://www.bi.team/publications/behavior-change-for-nature-a-behavioral-science-toolkit-for-practitioners/

Phillips, Katie, "Applying Behavioral Science Upstream in the Policy Design Process," Behavioralscientist.org (2018)
https://behavioralscientist.org/applying-behavioral-science-upstream-in-the-policy-design-process/

Contributed Content, "It's as Easy as A-B-C! How A/B Testing Helped Onboard More Women Customers through Mobile Account Referrals," Womensworldbanking.org (2018)
https://www.womensworldbanking.org/insights-and-impact/its-as-easy-as-a-b-c-how-a-b-testing-helped-onboard-more-women-customers-through-mobile-account-referrals/?utm_source=ideas42+Staff&utm_campaign=9f5b8d1b3d-EMAIL_CAMPAIGN_2018_06_08_03_01&utm_medium=email&utm_term=0_c304491931-9f5b8d1b3d-186138741

Mar 24 -   Week 10 – Prototyping Organizational Change

Cerejo, Lyndon, "Design Better and Faster with Rapid Prototyping," Smashingmagazine.com
https://www.smashingmagazine.com/2010/06/design-better-faster-with-rapid-prototyping/

Contributed Content, "Prototyping: The Design Process to Pressure Test Ideas," acumenacademy.org (2018)
https://acumenacademy.org/blog/prototyping-design-process-pressure-test-ideas

Chow, Mathew, "How to Prototype Organizational Change," ideou.com
https://www.ideou.com/blogs/inspiration/how-to-prototype-organizational-change

Linders, Ben, "Prototyping and Organization to Improve the Way of Working," infoq.com (2014)
https://www.infoq.com/news/2014/12/prototype-organization/

Schrage, Michael, "Cultures of Prototyping," hci.stanford.edu (2006)
https://hci.stanford.edu/publications/bds/10-Schrage.pdf

Mar 31 -   Week 11 – Nudging User Behavior

Agrawal, Stuti, "Design the Nudges," uxplanet.org (2020)
https://uxplanet.org/digital-nudge-design-process-48086f16595c

Schmidt, Andreas; Engelen, Bart "The Ethics of Nudging: An Overview," Philosophy Compass (2020)
https://onlinelibrary.wiley.com/doi/full/10.1111/phc3.12658

Ehrenhalt, Alan, "Why 'Nudge' Policies Should be Used Gently," governing.com (2019)
https://www.governing.com/archive/gov-nudge-behavioral-economics.html

Krijnen, Job, "Choice Architecture 2.0: How People Interprete and Make Sense of Nudges," behavioralscientist.org (2018)
http://behavioralscientist.org/choice-architecture-2-0-how-people-interpret-and-make-sense-of-nudges/

Contributed Content, "10 Examples of Nudge Theory," Skipprichard.com (2018)
https://www.skipprichard.com/10-examples-of-nudge-theory/

Apr 7-21   NO READINGS (Class Presentations)

Apr 28 -   WEEK 15 - Leadership Methods

Gentry, William A.; Weber, Todd J.; Golnaz, Sadri, "Empathy in the Workplace - A Tool for Effective Leadership," Center for Creative Leadership (2015)
https://www.ccl.org/wp-content/uploads/2015/04/EmpathyInTheWorkplace.pdf

Hougaard, Rasmus; Carter, Jacqueline, "The Dangers of Being an Empathetic Leader," Entrepreneur.com (2018)
https://www.entrepreneur.com/article/311413

Supplementary Readings

1. **Free digital textbook for those interested in a generic primer on structuring civic innovation teams and project scoping documents:**
   Bloomberg Philanthropies, *City Hall Innovation Team Playbook* (2015), at
   https://www.bbhub.io/dotorg/sites/2/2014/08/Innovation-Team-Playbook_2015.pdf

2. **Optional textbook for those interested in procuring and implementing technology in government:**
   Eggers, William D., *Delivering on Digital: The Innovators and Technologies That Are Transforming Government* (2016), Deloitte University Press.

3. **Optional textbook for those interested in using a goal setting model known as OKRs to drive operational insights and government performance**:
   Doerr, John, *Measure What Matters: How Google, Bono, and the Gates Foundation Rock the World with OKRs* (2018), Portfolio/Penguin.

4. **Optional textbook for those interested in how government institutions are using behavioral economics to influence human behavior through a process called "nudging":**
   Halpern, David, *Inside the Nudge Unit* (2015), Penguin Random House UK.

Description and Assessment of Assignments

Introductory Paper – 15%
Students will submit a paper before the third week of class detailing the industry or sector that interests them, the challenges they foresee that exist in or are facing that sector, and what type of improvements they would like lead on. The paper is due on Tuesday, Feb 2 by 5 pm. It can be submitted by email.

Student Contribution – 10%
Once a week, a question will be posed on the discussion board of BB. Students are to comment and/or respond to others' comments on 5 discussion boards.

<u>Individual Project – 25%</u>
Student will select an organization or social issue relevant to their country of origin and develop interventions and the corresponding change management plan to execute on the intervention. This project is due on <mark>Wednesday, March 17th by 5pm</mark>.

<u>Group Project – 50%</u>
Students (in small groups) will choose a scenario related to an organization or social issue provided to them and will develop change management plans addressing a process improvement initiative, as defined by the client. Student groups will present and lead class discussion on progress of their respective projects, challenge areas, and proposed solutions. The change management plans will comprise the following components, treated as assignments, with each component graded separately:
→ Detailed description of challenge facing organization
→ Project constraints
→ Project scoping (deliverables)
→ Process map
→ Improvement roadmap
→ Project cost options
→ Proof of Concept of proposed solution

Detailed descriptions/instructions, total points possible and point breakdowns, and (when relevant) grading rubrics will be provided in writing for each component either in person or via Blackboard depending on the assignment.

The final product is due (as a pdf document) via Blackboard by <mark>2:00pm on the day of the scheduled final exam, Monday May 10</mark> (each group should submit a single assignment; there is no need for each group member to submit a copy).

Group formation:
In Week 5, students will be formed into groups to complete client project to be defined ahead of the start of class.

Presentations:
Groups will present their projects in class 2-3 weeks prior to the due date of the final product (allowing additional time to revise your projects after receiving feedback from me and from your classmates). You should bring your presentation to class on a USB drive, and must also submit your presentation slides (via Blackboard) at least one hour prior to the start of class on the day of your presentation so that I have access to them during your presentation and can provide better feedback. Please <u>include slide numbers</u> to facilitate provision of specific feedback. Even if you are not serving as a discussant for a particular paper, you are expected to be an active participant in the time allotted for comments and questions following your classmates' presentations.

<u>Blackboard will not accept late submissions</u>, so be sure to allow plenty of time for the submission of your paper; the Blackboard submission link will be made available well in advance of the due date, so you will have ample opportunity to submit the paper and resolve any technical issues that might arise.
Format of final project: Your final project should be developed in either Microsoft PowerPoint or Google Slides.

- Detailed description of challenge facing organization
  - A brief introduction of the client and their challenge
- Methodology
  - Describe the approach to data collection, analysis, and solutioning
- Project constraints
  - Basic descriptions of the primary project constraints:
    - Scope

- ▪ Quality
- ▪ Time
- ▪ Resources
  - o Detailed Descriptions of secondary project constraints
    - ▪ Risk
    - ▪ Sustainability
    - ▪ Structure
    - ▪ Size
    - ▪ Customer Base
- ● Project scoping (deliverables)
  - o Visualization of:
    - ▪ Specific Project Goals
    - ▪ Deliverables
    - ▪ Tasks
    - ▪ Costs
    - ▪ Deadlines
- ● Process map
  - o Flowchart identifying the business process in question. Must identify:
    - ▪ Flow of information
    - ▪ Decision Points
    - ▪ Chokepoints
- ● Improvement roadmap
  - o Visualization of improvement goals and associated actions, phased by quarter for three separate approaches (high cost to low cost)
- ● Project cost options
  - o A cost breakdown for three separate approaches, from high to low
- ● Proof of Concept of proposed solution
  - o A sample of the proposed solution, with either a working prototype or a design workflow

Grading Breakdown

This course uses an applied approach that integrates lecture material with substantial amounts of hands-on learning. Students are expected to attend all class meetings and participate fully in class activities. Because this is the minimum expected of all students, class participation is not included directly in the grading breakdown. Students overall score however will be influenced by a peer evaluation, comprised of members of the students group. The peer evaluation will reflect up to 10% of the final grade.

Overall scores for the course will be calculated using the weights specified below.

Introductory Paper	**15%**
Student Contribution	**10%**
Individual Project	**25%**
Modernization Plan (8 sections, graded separately)	**50%**
➔ Detailed description of challenge facing organization & Methodology	~10%

➔ Project constraints	~10%
➔ Project scoping (deliverables)	~10%
➔ Process map	~15%
➔ Improvement roadmap	~15%
➔ Project cost options	~15%
➔ Proof of Concept of proposed solution	~25%

Peer evaluations: Each student must complete a peer evaluation in which you assess the contributions of your group members. These evaluations are completely confidential and will never be shown to your group members. Please respond honestly, and do not discuss these evaluations with anyone else (either before or after you complete them). These peer evaluations will be used to determine the overall grade. Additionally, these are important to give inform how groups worked, and to provide an opportunity for you to bring to my attention any issues that arose over the course of this project (you are also encouraged to come speak with me throughout the course regarding any serious issues that arise and cannot be resolved internally). In particular, I will give serious consideration to comments indicating that a student did not contribute satisfactorily to the group (did not do a fair share of the work, was uncooperative, did not meet agreed-upon deadlines, etc.). The evaluation forms will be made available on Blackboard once the final papers are turned in, and must be submitted via Blackboard within one week of the project due date.

Grading of final project: Much of your project grade will be based on the final project. In the case of especially meritorious or poor individual contributions as reflected in the peer evaluations and my own interactions with each group, <u>each individual's final grade for the project may differ from the base grade assigned to the group</u> (which is what will be reported to you along with my comments on the final paper, in accordance with the grading rubric that is available on Blackboard).

Grading Scale
(Optional – the following is only an example of what one might look like if included)

Course final grades will be determined using the following scale
A   92-100
A-   90-91
B+   88-89
B   82-87
B-   80-81
C+   78-79
C   72-77
C-   70-71 (C- and below are failing grades)
D+   68-69
D   62-67
D-   60-61
F   59 and below

Assignment Submission Policy

Individuals are expected to complete all assignments on time; deadlines can be found in the course schedule below. Unless otherwise specified, all assignments are to be submitted via Blackboard (submission links will be found in the Assignments section) and are due at the beginning of class on the date indicated. Late assignments will incur a penalty of 5% if submitted late but still on the due date, 10% if submitted the following day, and 15% if submitted the day after that; after this point, the assignment will no longer be accepted.

Grading Timeline

Graded assignments will be returned within one week after they are submitted, with the possible exceptions of the referee report and analysis project (which may take closer to two weeks).

Additional Policies

All individuals involved in this course (students, teaching assistant, and instructor) are expected to conduct themselves professionally and engage respectfully and inclusively with one another, both in person and through other forms of communications such as email. Expectations for conduct follow the standards established by both the University (e.g., USC Code of Ethics, available at https://policy.usc.edu/ethics/) and the Price School (e.g., the USC Price Strategic Plan for Equity, *Inclusive Excellence at Price: Equity, Diversity, Opportunity and Access*).

Course Schedule: A Weekly Breakdown

Provide a detailed course calendar that includes a list of deliverables (homework assignments, examinations, etc.) broken down on a weekly basis. The format may vary, but the content must include:

- Subject matter (topic) or activity
- Required preparatory reading or tasks (e.g., viewing videos)
- Deliverables and when each deliverable is due. A blanket statement that there will be a deliverable due at a specified frequency (e.g., there will be homework due weekly) may obviate the need to state when certain deliverables are due

IMPORTANT:
In addition to in-class contact hours, all courses must also meet a minimum standard for out-of-class time, which accounts for time students spend on homework, readings, writing and other academic activities. Standard fall and spring sessions (001) require a final summative experience during the University scheduled final exam day and time.

	Topics/Daily Activities (refer to reading list for each weeks readings)	Topics Discussed	Deliverables
Week 1 Jan 20	Introduction, Innovation Methods	- Background on innovation practice - Applications	
Week 2 Jan 27	Modernization Processes - Diagnosing Resistance	- Understanding the cultural context - Auditing resources	Introductory Paper – by 5 pm on Tue Feb 2 (due before the next class session)
Week 3 Feb 3	Modernization Processes - Designing Solutions	- Design process - Innovation Methods	Component 1 - Description & Methodology – by 5 pm on Friday Feb 5)
Week 4 Feb 10	Process Mapping & Stakeholder Engagement	- Designing a process map - Engagement methods	Component 2 - Project Constraints
Week 5 Feb 17	Business Intelligence Overview	- Understanding the different types of data - Ethnography primer	
Week 6 Feb 24	Change Management Overview	- Background on change management as a practice	Component 3 & 4 - Project Scoping and Process Map
Week 7 Mar 3	Change Management - Managing Change(I)	- Getting buy-in - Developing a narrative - Unifying action	
Week 8 Mar 10	Change Management - Reinforcing Change (II)	- Sustaining a culture of learning	

Week 9 Mar 17	Behavioral Science Overview (I)	• Background on nudging and behaviorail science	Components 5 & 6 - Improvement Roadmap and Cost Breakdown
Week 10 Mar 24	Prototyping Organizational Change	• Prototyping practices	
Week 11 Mar 31	Nudging User Behavior	• How to nudge • Ethics of nudging	Component 7 - Proof of Concept
Week 12 Apr 7	No class due to university wellness day		
Week 13 Apr 14	*Project presentations*	• Making effective client presentations • Presenting actionable recommendations	Project draft (due to discussants **by 5pm on Wed 4/7** for groups presenting in Week 12)
Week 14 Apr 21	*Project presentations*	• Making effective client presentations • Presenting actionable recommendations	Project draft (due to discussants **by 5pm on Wed 4/7** for groups presenting in Week 13)
Week 15 Apr 28	Leadership Methods to creating Culture Shifts Final thoughts and review	VII	
FINAL May 10	**Final Project Due** 2:00 – 4:00pm	*N/A*	**Group Discussion**

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" 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, policy.usc.edu/scientific-misconduct.

Academic Research and Writing Support

USC Libraries Tutorials. The library web page provides useful information and video tutorials on academic dishonesty: citing sources and understanding plagiarism, evaluating sources of information, crafting a good research question, digital library search strategies, customizing Google Scholar, downloading images for personal use without violating copyright law, and other topics**.** Visit https://libraries.usc.edu/tutorials

Library for International and Public Affairs Workshops. The library offers workshops and other programming on finding and using data, visualization, tools, software, using government documents, and accessing public policy and public affairs journals. This website lists the schedule of workshops: https://libraries.usc.edu/locations/library-international-and-public-affairs/workshops.

Information about government documents, legislation, regulations, reports and data can be found by exploring the resources at this link: https://libguides.usc.edu/govdocs
Research guides for policy and planning can be found here: https://libguides.usc.edu/PPGA
Research guides for other subjects and citation guides can be found here:
https://libguides.usc.edu/?b=s

In addition **reference consultations through video, chat and email can be scheduled by sending an email to the librarian specializing in public administration, policy and public affairs: Eimmy Solis at eimmysol@usc.edu.** Use the **Ask-A-Librarian** service for general telephone, email, and chat reference assistance or to find information about research help available at other libraries on campus.

USC Writing Center: Offers individual consultations on drafts of your papers and workshops on improving writing skills. Please make use of their services when preparing papers and written assignments for your courses. Their website is: https://dornsife.usc.edu/writingcenter/

American Language Institute: Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students.

USC COVID-19 Guidelines and Trojan Check Requirement

University-wide updates related to COVID-19 are posted here: https://coronavirus.usc.edu/

Trojan Check is a Web app that everyone must complete when coming to campus. The web app can be accessed at: http://trojancheck.usc.edu/
Video instructions about how to complete the required wellness check are here:
https://www.youtube.com/watch?v=kMgh_dYSBdg&feature=youtu.be

Support Systems:

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

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

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs. Students who would like to request assistance should contact the office of Disability Services and Programs.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

About

Vikram is a process modernization and change management leader working to improve the way government and corporate institutions approach their digital transformation and engagement practices. Working across a range of disciplines, he designs and implements low cost and scalable solutions that drive internal collaboration, member and employee engagement, and ROI.

As the Director of Innovation for LACERS, one of the largest retirement systems and pension funds in the US, Vikram is leading its digital transformation across a variety of operational verticals, including administration, member services, and human resources. Prior to this role, he was the Chief Innovation Officer for the City of LA's Office of Finance, a 300 member department tasked with driving up to $8 billion annually in revenue for the City.

A product and program developer and sales enablement lead at heart, Vikram helped launch Tap.in2, a sports-tech company funded by Rock Ventures and in play in over 100 sports and entertainment properties throughout the US while also leading the design-build of its signature mobile POS solution. He has also led the design-build of a mixed-medium digital selling platform for Capital Group/American Funds - a first of its kind initiative for the company that paired sales, marketing, and digital to drive client adoption. In addition to achievements in the private sector, he also helped launch the innovative Los Angeles based economic development organization, Inclusive Action (formerly LURN) which has helped legalize street vending and has created investment vehicles to support under-represented entrepreneurs.

His other international experience includes working in monitoring and evaluation for a project with ICICI Bank in India as well as managing product development teams in China and Israel and working on urban planning and building intellectual capital in South Africa.