USC Leonard Davis

School of Gerontology

GERO 574: Leadership and Management in Senior Living

Units: 3

Spring 2021, Fridays, 09:00am-10:30am

Location: Zoom

Instructors: Jim Biggs

Office: Zoom

Office Hours: By Appointment

Contact Info:

Jim Biggs

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Course Description

This course prepares students to become managers and eventually great leaders in their respective organizations. Students will be exposed to current leaders in the senior living industry, learn how to organize and manage teams, and create an accountable and effective management structure.

Learning Objectives

1. Understand the differences between management and leadership
2. Understand how to build a team and key leadership positions within a team
3. Understand and apply motivation techniques to a team
4. Adopt a service leadership approach to management
5. Assess the leadership skills of yourself and others
6. Apply effective communication techniques as a management tool
7. Apply service management techniques and build a service management culture
8. Analysis of management techniques including active listening
9. Understand and promote ethical conduct

Communication

Since this is an online class, I will rely primarily on e-mail and Blackboard announcements to communicate with all of you, as well as announcements in class. Please do not hesitate to contact me at any time. I encourage you to ask questions or to provide us with feedback about the course. I will try to respond to your questions within 24 hours.

IT Help

For assistance with Blackboard, you can contact the USC Blackboard Help Line at (213) 740-5555, select Option 2. They are available 24 hours a day to assist you. You can also find USC's Blackboard Help for Students materials at https://studentblackboardhelp.usc.edu/.

Technological Proficiency and Hardware/Software Required

1. **Review Blackboard announcements and check USC email frequently**. This course will be taught entirely online and accordingly, students are expected to make themselves aware of all announcements made on Blackboard, as Blackboard announcements will serve as the primary form of communication with students. Similarly, students are also expected to check their USC email frequently, as all Blackboard announcements will also be sent by e-mail (correspondence from professors will be sent to student USC email accounts). If not familiar with Blackboard, students are expected to go through the tutorials provided online at http://studentblackboardhelp.usc.edu/ Full understanding of the system will be necessary for participation in this course. Students will also need to understand how to successfully submit assignments through the turnitin.com link on Blackboard. If not familiar with turnitin, students should go through the tutorials provided online at http://studentblackboardhelp.usc.edu/coursework/submitting-work-turnitin/

2. Students will be required to give spoken presentations using visual support, such as PowerPoint or Prezi slide decks of their own creation.

3. Students will need to create streaming video productions of presentations that show the student on-screen, capture voices at an adequate sound level, and display applicable visual support slides. Tools like smart phones, webcams, or digital cameras can be used to capture the live video and software tools (like iMovie or VCASMO.com) can assist with the final editing. All video production must be

uploaded to a streaming video service, like YouTube, and have it set to "public" domain until final grades are posted for the semester.

Required Readings and Supplementary Materials
No textbook. Articles, scenarios, excerpts, or other readings will be made available throughout the term via Blackboard. The student is responsible for reading these materials during the week they are posted and should be ready to discuss in class and/or on-line in discussion forums.

Assignments:

1. **Participation**
   - If you could participate in our live Zoom class with your video on and participate by asking or answering questions, you are not required to participate in online Discussion board and you will earn those participation points automatically.
   - For those who couldn't participate in our live Zoom class, in order to earn your participation points, you will need to participate in online Discussion Board.

   Discussion board requirements:

   - You need to make 1 initial main post and 2 response posts in order to get full credit.
   - For your response post, please write at least 3 completed graduate-student-level sentences.
   - Please make your initial main post by 11:59 PM PST, Wednesday.
   - Due: 09:00 AM PST, Friday

2. **Mid-term Paper (DUE 03/05)**

Write a 3-5 page double spaced description of your hypothetical senior living team including an organizational chart. Describe each team member's roles and responsibilities, percentage of time devoted to each responsibility as well as the ideal personal characteristics and experience required for each role. Describe your rationale for the selection of each team member and briefly describe how you anticipate they will interact with one another in creating a positive culture. Address how these team members thrive under your leadership style or styles.

3. **Mid-term Presentation (DUE 03/05)**

Following the submission of your completed Mid-term Paper, you will also need to give a presentation of your Paper.

   a. If you can participate in our Zoom live class at 09:00 AM PST, Friday, Mar. 05, 2021, and present your PowerPoint during the class, you only need to submit your PowerPoint file on BlackBoard, under "Assignments" tab. Due date: 09:00 AM PST, Friday, Mar. 05, 2021.

   b. If you can **NOT** participate in our Zoom live class or you don't want to present your Marketing Plan, you will need to create a short video of you giving a presentation of your Marketing plan.

The video must clearly show you presenting your PowerPoint slides. (Your physical presence in the video is required!!! If you don't know how to create such a video, please check the instruction below!) And submit your video LINK (link only, not the video) on Blackboard, under "Assignments" tab. Due date: 09:00 AM PST, Friday, Mar. 05, 2021.

Instruction on how to create a presentation video: (Using Zoom, you can use other methods, of course.)

Method: Zoom

- host a Zoom meeting by yourself; (it doesn't matter whether you have other participants)
- share your screen with your PPT;
- click the "record" button and then present your PowerPoint; (Tip: select the option to save your video in the cloud, not your local computer)
- end your Zoom meeting after your presentation;
- go to Zoom website, log in your Zoom account and find that video file you just recorded;
- copy the shareable link and submit it on BlackBoard; (note: remember to check whether the video requires a password to watch, if it does, remove the password)

4. Final Paper (DUE 04/23)

Using paper assignment one as a starting point continue to flush out what the culture of your senior living organization is and how you personally will influence that culture. How will you communicate your vision for what you imagine your culture to be to your employees and community members? Address what challenges you anticipate and what solutions you and your team will conceive of to address any issues that might arise. This is not a business plan but rather a manifesto of your vision for an ideal community both for the people who live there as well as the employees who work there. We will discuss many real challenges in class and you are expected that you will encounter these issues periodically in your community. So please incorporate at least two challenges you might encounter. Paper should be 5 to 7 pages, double spaced.

5. Final Presentation (DUE 04/23)

Following the submission of your completed Final Paper, you will also need to give a presentation of your Final Paper.

a. If you can participate in our Zoom live class at 04:00 PM PST, Friday, Apr. 23, 2021, and present your PowerPoint during the class, you only need to submit your PowerPoint file on BlackBoard, under "Assignments" tab. Due date: 04:00 PM PST, Friday, Apr. 23, 2021.

b. If you can **NOT** participate in our Zoom live class or you don't want to present your Marketing Plan, you will need to create a short video of you giving a presentation of your Marketing plan. The video must clearly show you presenting your PowerPoint slides. (Your physical presence in the video is required!!! If you don't know how to create such a video, please check the instruction below!) And submit your video LINK (link only, not the video) on Blackboard, under

"Assignments" tab. Due date: 04:00 PM PST, Friday, Apr. 23, 2021.

Note: Details of all assignments, including grading criteria, will be posted on Blackboard for this class. In class, instructors may clarify expectations during the semester as well. Anticipated due dates are listed in the class schedule grid in this Syllabus but may be altered when official assignment instructions are posted on Blackboard.

Grading Breakdown

Assignments	Points	% of Grade
Participation	15	15
Mid-term Paper	20	20
Mid-term Presentation/Video	20	20
Final Paper	20	20
Final Paper Presentation/Video	25	25
TOTAL	100	100

Grading Scale
A 93-100
A- 90-92.99
B+ 87-89.99
B 83-86.99
B- 80-82.99
C+ 77-79.99
C 73-76.99
C- 70-72.99
D+ 67-69.99
D 63-66.99
D- 60-62.99
F 59.99 and below

Assignment Submission Policy

This is really important: Submit your work on time!
Late assignments submitted after the due date (without instructor approval) will receive an automatic deduction on that assignment. The course instructors will be very clear on when your work/projects need to be submitted, and the dates and times will be put on blackboard. Should you have a conflict or problem, please contact Jim (jamesbig@usc.edu) immediately.

Academic Independence
This is a graduate level course in a program geared towards preparing students to become capable and competent managers in an aging service organization. Managers are expected to take an initial amount of

information and extrapolate what actions and decisions are necessary to succeed in a situation. As such, the course instructors expect students to be able to interpret assignments and expectations without excessive clarification by the instructors, track and meet deadlines without reminders, produce written materials that are well-written, and engage with the instructors, fellow students, and content of this course in a thoughtful and considered manner.

If a personal crisis arises during the term, students are expected to communicate clearly and timely around such matters so that appropriate accommodations can be made ahead of time, rather than after the fact.

The instructors may or may not make extra credit opportunities available to students for this course; it is important that students responsibly engage this course from the beginning of the term through its conclusion.

In short, the instructors expect students to approach this course with the same degree of independent responsibility as an entry-level professional job.

Grade Appeals and Disputed Grades
As stated in the Academic Policies section of the University Catalogue, ― A grade once reported to the Office of Academic Records and Registrar may not be changed except by request of the faculty member to the Committee on Academic Policies and Procedures (CAPP) on a Faculty Request for a Correction of Grade form. Changes should be requested only on the basis of an actual error in assigning the original grade, not on the basis of a request by the student or special consideration for an individual student. Students are not permitted to complete course work after the semester has ended.

Incompletes
In the case of a documented emergency that occurs after the withdrawal date and/or during the final exam period, students should consult the instructor about receiving a grade of Incomplete (IN) for the semester.

The Registrar's recommended definition of emergency "An unforeseeable situation or event beyond the student's control that prevents her from taking the final examination or final summative experience." Based on this definition, a student may not request an IN before the withdrawal deadline. The rationale is that the student has the option to drop the course until the withdrawal date. The grade of IN exists so there is a remedy for illness or emergency which occurs after the deadline to withdraw.

Student Course Evaluations
Gerontology conducts mid-semester evaluations during the fall and spring semester. These are very helpful to us and we appreciate your participation. You should also feel free to e-mail us at any time with your feedback regarding the course.

Learning Experience Evaluations will be conducted at the end of the semester. This will be your opportunity to provide feedback about your learning experience in the class. This feedback helps the instructor determine whether students are having the intended learning experiences for the class. It is important to remember that the learning process is collaborative and requires significant effort from the instructor, individual students, and the class as a whole. Students should provide a thoughtful assessment of their experience, as well as of their own effort, with comments focused on specific aspects of instruction or the course. For this feedback to be as comprehensive as possible, all students should complete the evaluation.

Attendance/Excused Absence Policy Policy

Excused Absences
We believe that attendance, participation, and timely completion of assignments are an important part of the learning experience. However, students may experience illness, travel due to participation in university activities (athletics, band, competitions, etc.), or may need to miss class due to religious observances or personal emergencies. Please communicate with us when this happens. If you are experiencing a serious illness or are dealing with a complex issue, you can contact USC's Campus Support & Intervention office for assistance - Tutor Campus Center, TCC Suite 421, telephone: 213-740-0411, email: uscsupport@usc.edu.

Religious Accommodations
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. For more information, please visit the Office of Religious Life for the full policy: https://orsl.usc.edu/life/calendar/absences/

Statement for Students with Disabilities
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS 120 and is open 8:30 am – 4:30 pm, Monday through Friday. Website for DSP: **http://dsp.usc.edu** and contact information: (213) 740-0776 (Phone), (213) 740-8216 (FAX), **ability@usc.edu** (Email).

EMERGENCY PREPAREDNESS/COURSE CONTINUITY IN A CRISIS
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on Campus Safety and Emergency Preparedness.

Gerontology Inclusion Statement
The USC Leonard Davis School of Gerontology is committed to creating an inclusive classroom environment that values the diversity of all its members. The School is committed to providing a purposefully inclusive community where all members and visitors are free from all intolerant behavior (including but not limited to harassment, verbal or written abuse, threats, ridicule, or intimidation). We encourage all members within our community to embrace and learn from the diversity within our classroom, school, and university.

Course Schedule: A Weekly Breakdown

	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
Week 1 1.15	Introduction	eCornell: Understanding Financial Statements , Module 1	**First Class**
Week 2 1.22	Leaders, Managers and the Potential of the Team	Zaleznik, Abraham. "Managers and Leaders: Are They Different?" *Harvard Business Review*, 22 May 2015, hbr.org/2004/01/managers-and-leaders-are-they-different. Gratchev, Mikhail V. "Making the Most of Cultural Differences." *Harvard Business Review*, 1 Aug. 2014, hbr.org/2001/10/making-the-most-of-cultural-differences. eCornell: Understanding Financial Statements , Module 2	
Week 3 1.29	Recognizing Strengths and Weakness of the Team and how to Optimize Outcomes	Kappagomtula, C. (2017). Overcoming challenges in leadership roles – managing large projects with multi or cross culture teams. *European Business Review*, *29*(5), 572–583. https://doi.org/10.1108/EBR-12-2015-0177 Analyzing and Overcoming Obstacles and Challenges for Grassroots Leadership. (2011). In *Enhancing Campus Capacity for Leadership*. Stanford University Press. https://doi.org/10.11126/stanford/9780804776479.003.0006 eCornell: Using Ratio Analysis to Evaluate Financial Performance , Module 1	
Week 4 2.05	Recognizing and Adopting an Effective Leadership Style	Manzoni, J. (2014). Overcoming Challenges of Personal Change. *INSEAD Articles*, n/a. Retrieved from http://search.proquest.com/docview/1503259773/ Nair, B. (2017). Effectively Leading Diverse Teams. Projectmanagement.com. Retrieved from https://www.projectmanagement.com/articles/402912/Effectively-Leading-Diverse-Teams eCornell: Using Ratio Analysis to Evaluate Financial Performance, Module 2	
Week 5 2.12	Team Building in Senior Living	Erin, J. (2015). Building a winning team through collaboration. (Practice Perspectives) (Report), *109*(6), 501. https://doi.org/10.1177/0145482X1510900607 Arnau, L. (2009). NSDC's Standards: Whether Building a Kitchen or Building a Learning Team, Collaboration Is Key. *Journal of Staff Development*, *30*(2), 59–60.	

		eCornell: Introduction to Hotel Revenue Management , Module 1	
Week 6 2.19	Common Challenges and Solutions in Senior Living Management;	Bjørn, P., & Ngwenyama, O. (2009). Virtual team collaboration: building shared meaning, resolving breakdowns and creating translucence. *Information Systems Journal*, *19*(3), 227–253. https://doi.org/10.1111/j.1365-2575.2007.00281.x Jung, H., & Yoon, H. (2018). Improving frontline service employees' innovative behavior using conflict management in the hospitality industry: The mediating role of engagement. *Tourism Management*, *69*, 498–507. https://doi.org/10.1016/j.tourman.2018.06.035 eCornell: Introduction to Hotel Revenue Management , Module 2	
Week 7 2.26	Decision Making Styles	Gleeson, B. (2012), 4 Ways for Leaders to Make a Decision. Forbes, Nov. 7 Retrieved https://www.forbes.com/sites/brentgleeson/2012/11/07/4-ways-for-leaders-to-make-a-decision/#4de029864d4a Frick, W. (2018) 3 Ways to Improve your Decision Making. Harvard Business Review, January 22. Retrieved https://hbr.org/2018/01/3-ways-to-improve-your-decision-making Steven Dellaportas, Beverly Jackling, Philomena Leung, Barry J. Cooper, "Developing an Ethics Education Framework for Accounting," *Journal of Business Ethics Education*, 8, no.1 (2011), pp. 63–82. eCornell: Non-Traditional Applications of Hotel Revenue Management , Module 1	
Week 8 3.05	**Mid-Term**	**Student Presentation** eCornell: Non-Traditional Applications of Hotel Revenue Management , Module 2	**Mid-term Paper due Mid-term Presentation due**
Week 9 3.12	**Wellness Day (No Classes)** eCornell: Introduction to Restaurant Revenue Management, Module 1		
Week 10 3.19	Senior Living and Creating a Culture of Service	Angelini, L., Carrino, S., Khaled, O., Riva-Mossman, S., Mugellini, E., & Angelini, L. (2016). Senior Living Lab: An Ecological Approach to Foster Social Innovation in an Ageing Society. Future Internet, 8(4), 50–50. https://doi.org/10.3390/fi8040050 Berridge, C. (2012). Envisioning a Gerontology-Enriched theory of Care. Affilia, 27(1), 8–21. https://doi.org/10.1177/0886109912437498 eCornell: Introduction to Restaurant Revenue Management, Module 2	

Week 11 3.26	Communicating your Vision	Bajic, E. (2017). Why Communicating our Vision is the Most Important Thing You Can Do. Forbes, Dec. 27. Retrieved https://www.forbes.com/sites/elenabajic/2017/12/27/why-communicating-vision-is-the-single-most-important-thing-you-can-do/#9f1367d1e648 Gleeson, B. (2017) Six Principles for Communicating Your Vision for Change. Forbes, March 15. Retrieved : https://www.forbes.com/sites/brentgleeson/2017/03/15/6-principles-for-communicating-a-powerful-vision-for-change/#762684ce3097 eCornell: Optimizing Your Food and Beverage Menu, Module 1	
Week 12 4.02	Implementing and Promoting a Culture of Ethical Practice; Fostering a Positive Senior Living Culture	Hildebrandt, Herb. "Technology and the Senior Ethical Terrain." *McKnight's*, 21 Aug. 2017, www.mcknights.com/blogs/guest-columns/technology-and-the-senior-ethical-terrain/. Groysberg, G, Lee, J. Price, J. and Cheng, Y.J.J., (2018). The Leader's Guide to Corporate Culture. Harvard Business Review. Jan/Feb 2018. Moran, S. (2018) Best Ways to Kill Your Senior Living Culture (2016). Senior Housing Forum. Retrieved: https://www.seniorhousingforum.net/blog/2016/12/29/8-best-ways-kill-your-senior-living-culture eCornell: Optimizing Your Food and Beverage Menu, Module 2	
Week 13 4.09	Managing Your Brand; Employee Autonomy and Decision Making	Harsh, A. Five Steps to Change the Perception of Your Brand. Forbes (2016) Retrieved: https://www.forbes.com/sites/forbesagencycouncil/2016/06/03/five-steps-to-change-the-perception-of-your-brand/#7365485e6254 How to implement a quality assurance program for senior living. (Excerpt). (2017). *PPS Alert for Long-Term Care*, *20*(11), 14–16. Lee, A, Willis, S, Tian, A. W., (2018). When Empowering Employees Works and When It Doesn't. Harvard Business Review, March	
Week 14 4.16	Resolving Customer Complaints in Senior Living; Focus on Employee Care	Huang, W., Mitchell, J. Dibner, C., Ruttenberg, A, Tripp, A. How Customer Service Can Turn Angry Customers into Loyal Ones. Harvard Business Review, January. Yohn, D. L. (2018) Reminder. Customers Care How You Treat Your Employees. Harvard Business Review, Sept. Mylod, D., Lee, T.H. (2018) Healping Health Care Workers Avoid Burnout. Harvard Business Review, Oct.	

Week 15 4.23	**Final Presentation** eCornell: Optimizing Restaurant Space and Pricing, Module 1	**Last Class** **Final Paper Due** **Final Presentation Due**
Week 16 **4.30**	**Wellness Day (No Classes)** eCornell: Optimizing Restaurant Space and Pricing, Module 2	
FINAL	**No Final Exam** eCornell: Understanding and Visualizing Data, Module 1&2 (5.5-5.25)	

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.

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.

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.