USC Suzanne Dworak-Peck
School of Social Work

Social Work 714 Executive Leadership: Leaders as Maestros

Section #67710
3 Units
Fall 2023, Wednesday, 5pm PT
Location: VAC

SYLLABUS
(Subject to change)

"Leadership must first and foremost meet the needs of others"

        Robert Greenleaf

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IT Help Contact Information:	UPC: 213-740-5555, consult@usc.edu VAC: 833-740-1273, techsupport@digitalcampus.2u.com

I. Course Prerequisites and/or Co-Requisites

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 Tropman, DSW.

IV. Course Objectives

By the completion of this course, students will be able to:
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. CSWE Core Competencies Addressed in this Course

The following table lists the social work competencies, as established by the Council on Social Work Education (CSWE, 2022), that are highlighted and evaluated in this course.

CSWE Core Competencies Highlighted in this Course:
Competency 1. Demonstrate Ethical and Professional Behavior
1a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

1b. Demonstrate professional behavior, appearance, and oral, written, and electronic communication.
Competency 2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice   2a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.   2b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

VI. Course Format & Instructional Methods

This is a letter graded course offered online in the Virtual Academic Center (VAC). The web-based teaching and learning environment, provided by Canvas, will support access to course-related materials, communication, and live Zoom sessions for VAC students. The course will encompass a combination of diverse instructional methods, which may include, but are not limited to, the following: didactic presentations by the instructor, small- and large-group discussions, case studies, videos, guest speakers, experiential exercises, and computer-based, online activities.

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.

***Please note:** It may be necessary for the instructor to adjust the syllabus and/or course during the semester. In such an instance, the instructor will inform the class both verbally and in writing.

VII. Technology Proficiency & Hardware/Software Required
This course requires the use of an online learning management system (LMS), as well as Microsoft Office (e.g., Word, PPT, Excel) and virtual meeting (e.g., Zoom) applications. The following links for USC technology support may be useful: Zoom information for students and Software available to USC Campus. VAC students should contact VAC tech support for assistance with Canvas: 833-740-1273, techsupport@digitalcampus.2u.com.

VIII. Course Assignments, Due Dates & Percent of Final Grade

The table below presents all course assignments, due dates, and the percent of the final grade that each assignment is worth.

Assignment	Course Objectives Assessed by Assignment	Unit Due[1]	% of Grade
Assignment 1 Executive Leadership Analysis	1, 2	Sept 27, 2023	30%
Assignment 2 Behavioral Ethics Report (in-class)	2, 5	Nov 1, 2023	30%
Assignment 3 Final Presentation	5	Presentations Nov 15, 2023 Nov 29, 2023	25%
Active and Proactive Learning, & Meaningful Participation		Ongoing	10%

[1] Please note that in some instances assignment due dates may differ slightly among sections of this course. In those instances, due dates have been adapted to reflect the number of lesson weeks and University holidays for particular course sections.

Descriptions of Assignments

An overview of each assignment is presented below. Detailed instructions and grading guidelines for each assignment will be disseminated by the instructor.

Assignment 1 – Executive Leadership Analysis (30% of course grade)
Due: 9/27/23

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 am analysis and critique.

This assignment relates to Student Learning Outcomes 1 and 2.

Assignment 2 – Examination of Organizational Ethics and Values (30% of course grade)
Due: 11/1/23

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 case (received from the instructor). 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.

This assignment relates to Student Learning Outcomes 2 and 5.

Assignment 3 – Final Course Presentation (25% of course grade)
Due: 11/15/23 and 11/29/23 (as assigned by instructor)

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.

Presentations Units 14 and 15

This assignment relates to Student Learning Outcome 5.

Active and Proactive Learning, & Meaningful Participation (10% of course grade)
Due: Units 1 – 15
Students are expected to be active and proactive participants in their learning and meaningful contributors to a positive learning environment. This will require mental, physical and perhaps emotional effort, both inside and outside the formal classroom.

Active learning involves completing required readings, activities, and/or asynchronous materials prior to class, and engaging in the class session with thoughtful comments, reflections or questions about concepts, readings and assignments. For VAC courses,

active learning also includes remaining visibly onscreen throughout the duration of the live session, unless one has the permission of the instructor to mute the screen.

Proactive learning involves assuming responsibility for learning, anticipating workload and challenges, being organized and meeting deadlines, and taking the initiative to reach out to the instructor with any questions or concerns.

Meaningful participation consists of thoughtful and substantive participation that not only contributes to but enhances class discussion and activities. Meaningful participation also includes efforts that **contribute to a positive learning environment**; that is, one that is open, respectful, professional, engaging, fun, challenging, supportive, and effective. "Environment" refers to the formal classroom, small group settings, other settings, in-person or virtual/remote, in which learning or teaching might occur, including office hours and communications with the instructor and fellow students, and the overall climate and culture of the class.

Please note: Course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in social work, course topics may at times be political and/or personal in nature. Course content, class discussions, and self-reflection might trigger strong feelings. Every member of the class is responsible for creating a space that is both civil and intellectually rigorous. Even when strongly disagreeing with another's point of view, it is important to remain respectful and mindful of the ways that personal identities shape lived experiences. Disrespectful language or behavior based on protected class (e.g., ability, age, race, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.) disrupts and detracts from the learning environment and will not be tolerated. All such behavior will be reported to the _Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)_. An inclusive learning environment values the diversity in the class as an asset to the educational experience. Students should inform the instructor of any concerns that they have in this regard.

Furthermore, it is each student's responsibility and right to determine how much personal information they disclose in class discussions, activities, and assignments. Students should be aware that complete privacy or confidentiality cannot be guaranteed in an on-line platform or classroom setting. Students also should note that since this is an academic and professional setting, the instructor may follow up with any student that discloses safety concerns. Students are encouraged to review the list of support resources at the end of the syllabus and to contact the instructor with any questions or concerns.

Please refer to the rubric below for the **criteria that will be used to determine the participation grade**. For each of five criteria, between 0 and 2 points can be earned, for a maximum of 10 points.

Criteria	Never or Rarely	Regularly	Often or Always
a. Student demonstrates active learning.	0	1	2
b. Student demonstrates proactive learning.	0	1	2
c. Student meaningfully participates.	0	1	2
d. Student contributes to a positive learning environment.	0	1	2
e. Student's participation aligns with course expectations inside and outside of the classroom, synchronously and asynchronously.	0	1	2

Grading Scale

Assignment and course grades will be based on the following:

Grade Point Average / Letter Grade		Corresponding Numeric Grade / Letter Grade	
3.85 – 4.00	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
1.89 & below	C-	70 – 72	C-

Please note: A grade below "C" is considered a failing grade for graduate students at USC.

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills

have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

IX. Assignment Submissions, Extensions & Extra Credit Policy

By the specified deadlines, assignments should be submitted through the course's learning management system (LMS). Students are responsible for ensuring successful submission of their assignments and are encouraged to maintain a copy of the submission confirmation for their records.

Prior to the due date, extensions may be granted for extenuating circumstances at the instructor's discretion. The instructor will confirm an extension and revised due date in writing/email. If the instructor accepts a late submission, it could be marked down for each day late. Assignments submitted more than one week past the posted due date may not be accepted for grading; however, this is at the instructor's discretion, assuming extenuating circumstances. The instructor may require documentation of the extenuating circumstance in considering an extension request.

Once an assignment is graded, the grade is final, unless there are extenuating circumstances (e.g., error in determining grade, academic integrity violation). Extra credit on an assignment is not permitted. Re-doing an assignment with the expectation that it will be re-graded is not permitted.

X. Grading Timeline

Students should expect grading and feedback from the instructor within two weeks of assignment submission. The instructor will notify students of any extenuating circumstances that might affect this grading timeline.

XI. Statement about Incompletes and In Progress Grades

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

[For Practicum courses only] At the discretion of the instructor, In Progress (IP) grades may be granted, given extenuating circumstances.

XII. Attendance

As a professional school, class attendance and participation are essential to students' professional training and development at the USC Suzanne Dworak-Peck School of Social Work. Students are expected to attend every class and to remain in class for the duration of the class. Students cannot actively, proactively, or meaningfully contribute to a positive learning environment if they are not in attendance. Students are expected to notify the instructor by email 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 that will be missed or to reschedule an examination, due to holy days observance.

Please refer to the [USC Student Handbook](#) and to the USC School of Social Work Student Handbook for additional information on attendance policies.

XIII. Classroom Norms

Class ground rules help to promote a positive learning environment by specifying behaviors that are encouraged and discouraged. The instructor will facilitate a class discussion to generate mutually agreed upon ground rules for the learning environment.

XIV. Zoom Etiquette and Use of Technology in the Classroom

For campus-based students, the use of laptops, tablets, smart phones during class generally is not recommended. Students may use these devices, however, if doing so contributes to their learning and is not disruptive to others in the class. For both campus and VAC students, permitted uses of technology include using laptops, tablets, smart phones to access course readings and materials, to take notes, and to complete small group activities and discussions. Non-permitted uses of technology include using laptops, tablets, smart phones to check email and social media, and to text or communicate with others who are not members of the class. Use of smart phones during class is not permitted except in an emergency or during a break. To minimize disruptions, students should place their phones on mute or in airplane mode before coming to class.

XV. Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity (OAI).

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the Student Handbook, the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Special Note on the Use of AI Generators
AI generators, such as such as ChatGPT4 and Bard, can be useful tools. However, AI programs do not replace human creativity, originality, and critical thinking. AI text generators also may present incorrect or biased information and incomplete analyses. Within limited circumstances, with instructor permission and proper disclosure and attribution (see USC Libraries' generative AI guide), AI generators may be permitted in this course, per the University's academic integrity regulations. Using these tools without the instructor's permission, and without proper attribution and disclosure, constitutes a violation of academic integrity and will be reported to the Office of Academic Integrity.

XVI. Course Content Distribution and Synchronous Session Recordings
USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been

distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media (Living our Unifying Values: [The USC Student Handbook](#), page 13).

XVII. Course Evaluations

The USC Learning Experience evaluation occurs at the end of each semester. This evaluation is an important review of students' experiences in the class. The process and intent of the end-of-semester evaluation will be discussed in class by your instructor. In addition to the end-of-semester evaluation, a mid-semester evaluation is implemented in the School of Social Work. The process and intent of the mid-semester evaluation also will be discussed by your instructor.

XVIII. Required Textbooks

Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow.* Simon and Schuster.

In addition to the required texts, other required readings are available through USC's online reserves system, ARES, and/or in the USC Libraries. A USC email address and password are required to access the system: https://reserves.usc.edu/ares/ares.dll. Use the search bar to locate the course by School, course number or Lead Instructor's last name.

XIX. Recommended Materials & Resources

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* (4th Edition). Thousand Oaks, 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* (7th Edition). Thousand Oaks, CA: Sage.

Periodicals including:

   Educational Leadership

   Forbes Magazine

   Harvard Business Review

The Leadership Quarterly

The New Yorker

Guides for Academic Integrity, APA Style Formatting, Writing & Research

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Publisher.

APA formatting and style guide: The OWL at Purdue.
https://owl.purdue.edu/

USC guide to avoiding plagiarism:
https://libguides.usc.edu/writingguide/plagiarism

USC guide to APA 7th writing style https://libguides.usc.edu/APA7th

Sample List of Professional Social Work Organizations

National Association of Social Workers. Available at http://www.naswdc.org

Institute for the Advancement of Social Work Research.
Available at http://www.iaswresearch.org

Society for Social Work and Research. Available at http://www.sswr.org

Council on Social Work Education (CSWE). Available at https://www.cswe.org/

XX. Course Schedule

The table below presents the topics for each unit of instruction. <u>Students are expected to attend class having completed the required reading and, if applicable, the asynchronous course material.</u>

Unit	Topics	Readings	Dates
#1 **Aug 23**	**Course Introduction and Overview** • 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 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/jsjlJCOzmhk **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	
#2 **Aug 30**	**Characteristics** • StrengthsFinder • Competing Values • My Personal Profile • Executiveship and Diversity • Cultural Proficiency, Equity and Diversity Leadership Assessment #1: *Strengths-Based Leadership Assessment*	**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:*	

Unit	Topics	Readings	Dates
		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=tedspread **Application** Leadership Assessment #1: *Strengths-Based Leadership Assessment* (please use your personal code provided in Rath's textbook or on Gallup's website).	

Unit	Topics	Readings	Dates
#3 Sept 6	**Crucibles and Collaboration** • What are Crucibles? • Crucible Management • Burnish Your EQ • Your Own Personal Board of Directors • Collaborations and Current Professional Community	**Required Readings:** **<u>Crucibles</u>** Bennis, W. & Thomas, R. (2002). Crucibles of leadership. *Harvard Business Review.* https://hbr.org/2002/09/crucibles-of-leadership **<u>Emotional Intelligence</u>** 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 **<u>Collaborations/Networking</u>** 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 Five Career Tips: Networking in the Social Work Profession by Jonathan Richardson https://www.socialworkhelper.com/2014/	

Unit	Topics	Readings	Dates
		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	
#4 Sept 13	**Competencies: NSWM Executive Knowledge and Skills** • Executive Leadership • Strategic Management • Resource Management • Community Collaboration • Critical Thinking • There is More Than One Right Answer Leadership Assessment #2: *NSWM Self-Assessment Management Competencies Survey*	**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 Association for Community Organization and Social Administration (ACCOSA) - https://www.acosa.org/joomla/	

Unit	Topics	Readings	Dates
#5 Sept 20	**Intra-Interpersonal Competencies: Knowledge and Skills** • 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	
#6 Sept 27	**Technical Competencies** • Budgeting and Social Exploitation • Activity-based Costing/PUMA • Index of Difference • The Total Compensation Model: Hard and Soft Pay **Assignment 1 Due**	**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	**Assignment 1 Due**

Unit	Topics	Readings	Dates
		https://www.accountingcoach.com/activity-based-costing/explanation	
#7 **Oct 4**	**Impact Competencies** • 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: Cognella 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.icompasstech.com/?gclid=EAIaIQobChMI3ZOM0dXn4AIVk7XACh34qgYREAAYAiAAEgLV4vD_BwE	
#8 **Oct 11**	**Decision Building and Orchestrating Effective Decisions** • 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, M., & Moore, D. (2013). *Judgment in Managerial Decision Making* (Introduction and Chapter 1, 8th Ed.*)*. John Wiley & Sons. 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/sa	

Unit	Topics	Readings	Dates
		aty_2008.pdf?AWSAccessKeyId =AKIAIWOWYYGZ2Y53UL3 A&Expires=1551679468&Signa ture=B1GEY5sDzqLLhgopvs7z %2FqzNjfQ%3D&response-content-disposition=inline%3B%20filen ame%3DDecision_making_with _the_analytic_hierar.pdf **Recommended Resources and Websites:** The Oxigen Project: https://www.theoxygenproject.co m/our-story	
#9 Oct 18	**Conditions (Agency Structure and Culture)** • 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/lesso n/what-is-organizational-culture-definition-characteristics.html **Recommended Resources and Websites:** Strategic Planning - https://www.balancedscorecard.org/BSC -Basics/Strategic-Planning-Basics	
#10 Oct 25	**Context** • Context • The Protestant and Catholic Ethic • The Two Capitalisms	**Required Readings:** McLaughlin, K., & McMillion, D. Business in society in coming decades	

Unit	Topics	Readings	Dates
	• American Negativism: 19th, 20th and 21st Centuries	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=wzst20	
#11 Nov 1	**Introducing and Managing Change** • Three Forms of Change • Tichy and Devanna's Process of Change • Transformational Leadership • Herbert Simon's Cost of Change **Assignment 2 Due**	**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. 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 Facilitating Social Change Leadership Theory: 10 Recommendations toward Effective Leadership - Journal of Leadership Education **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/	**Assignment 2 Due**
#12 Nov 8	**Leadership Perspectives: Impact and Relevance**	**Required Readings:**	

Unit	Topics	Readings	Dates
	• Great Presentation and Executive Presence • Executive Leadership Perspectives • Long Lasting Companies: The Century Club • Hiring Well • Form of Dying	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. Ideas for Good Presentations 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	
#13 Nov 15	**Behavior IN Organizations** • Behavior in and of organizations • Coping and Survival • Executive Departure and Derailment • What is going on? How do we explain all of this? **Behavior OF Organizations** • The Toxic Organization • Examples of Toxic Organizations **Assignment 3 Due** *Student Presentations (Part 1)*	**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 styles 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/	**Assignment 3 due** **Presentations**

Unit	Topics	Readings	Dates
#14 Nov 22	**No Class – due to Thanksgiving Holiday**		
#15 Nov 29	**Student Presentations** *Student Presentations (Part 2)*	**Recommended Resources and Websites:** The Servant Leadership Institute 　https://www.servantleadershipinstitute.com/ **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. 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	**Assignment 3 due** **Presentations**

XXI. University Statement on Academic Conduct And Support Systems

Academic Integrity

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask the instructor if unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers in the classroom or in practicum. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course/practicum placement. The LOA must be given to each course/practicum instructor by the student and followed up with a discussion. This should be done as early in the semester as possible, as accommodations are not retroactive. More information can be found at osas.usc.edu. Students may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems

Students' health and well-being are important. Reaching out for assistance with physical, emotional, social, academic, spiritual, financial, and professional wellbeing is encouraged. USC has resources and support systems in place to help students succeed. Additional resources can be found on the USC Suzanne Dworak-Peck School of Social Work Website at: https://dworakpeck.usc.edu/student-life/we-care-student-wellness-initiative or by reaching out to the Student Wellness Coordinator in the SDP Office of Associate Dean of Academic Affairs (sdp.adc@usc.edu).

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

VAC Students: Uwill Counseling Services
Uwill is a counseling service available to VAC students. It is designed to support students during their time in the program. Uwill is a leading teletherapy platform that enables college students nationwide to receive real-time counseling online from a network of licensed mental health professionals. Students (enrolled or on leave of absence) can access up to six sessions (180 credits) per year with a licensed clinician at no cost to them.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
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
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

Kortschak Center for Learning and Creativity - 213-740-7884, kortschakcenter@usc.edu
The Kortschak Center offers academic coaching and resources.

The Writing Center - 213-740-3691, writing@usc.edu
The Writing Center offers individualized feedback on any kind of writing.

USC Campus Support and Intervention - (213) 740-0411
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101
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
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) 442-1200 – 24/7 on call
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

XXII. List of Appendices
A.   Suzanne Dworak-Peck School of Social Work ADEI Statement
B.   Preamble to the NASW Code of Ethics
C.   Tips for Maximizing Your Learning Experience

Appendix A: Suzanne Dworak-Peck School of Social Work Anti-Racism, Diversity, Equity, and Inclusion Statement
At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote anti-racism, diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the NASW Code of Ethics, abide by the CSWE Educational Policy and Accreditation Standards, and address the American Academy of Social Work and Social Welfare, Grand Challenges for Social Work.

Appendix B: National Association of Social Workers Code of Ethics
Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

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

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

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

- · service
- · social justice
- · dignity and worth of the person
- · importance of human relationships
- · integrity
- · competence

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

Appendix C: **Tips for Maximizing Your Learning Experience in this Course**

- ✓ Be proactive! TOGETHER, let's do everything we can to make this an educational and enjoyable experience for you. Try to anticipate issues that could present challenges and PLEASE REACH OUT TO ME so that we can problem-solve before rather than after the fact.
- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Create a professional self-care plan.
- ✓ Complete required readings, assignments and activities before coming to class.
- ✓ Keep up with the assigned readings and assignments. Don't procrastinate!!
- ✓ Come to class and participate in an active, respectful and meaningful way.
- ✓ Come to class prepared to ask any questions you might have. If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Stay offline while in class.
- ✓ Form study groups with other students in the class or in another section of the class.
- ✓ Take advantage of office hours and extra review/discussion sessions offered by your instructor. Contact me if you are concerned about or are struggling in class.
- ✓ If you believe it is necessary to receive support from a content tutor or Writing Support, please inform or involve me. I want to be able to help and support you in any way possible, but I need to know that you want/need support!! I am also happy to meet with you and your tutor.
- ✓ Keep an open mind and positive attitude!