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Strategic Leadership Newsletter: Volume 4, Number 3

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Jefferson Strategic Leadership Newsletter

Volume 4 Number 3
September 14, 2018



Jefferson Strategic Leadership Newsletter reports information relevant to the Jefferson (Philadelphia University + Thomas Jefferson University) *Doctor of Management Program in Strategic Leadership (DSL)* and its community including personal and professional events, accomplishments, new practices, research, opportunities, and suggestions. You are encouraged to forward the Newsletter to friends and colleagues to expand awareness and to brand yourself as a community member. You are also invited to recommend people or organizations to be added to the mailing list. Contact *Jefferson Strategic Leadership Newsletter* by emailing Lawrence.Starr@Jefferson.edu.

Jefferson DSL Welcomes Cohort #6

We have grown and developed in many ways from our program launch in Spring 2016 with 9 people in Cohort 1 to our current Fall **2018 community of 49 participants** (plus 2 admitted/deferred into Cohort 7 in Spring 2019), and 18 faculty, scholars and mentors. We are diverse in many ways including age, educational discipline, intellectual perspective, national origin, and professional domain.

Included in our current 49 students/learners are 11 new people entering as Cohort 6. Here is a brief biography written by each that offers some introduction. A more complete description of each will be posted on the [DSL website](#) and on the [Institute of Systems Wisdom Fellows website](#) over the next weeks. Please reach out and offer your welcome to our new colleagues.

Charlene Ayers-Bennett



Charlene has over 25 years of broad-based experience largely in the corporate sector, academia, with a brief foray into entrepreneurship. She is a Consultant Technology Project Manager in Citibank's Commercial Cards Division where she oversees projects designed to benefit institutional clients. Prior to joining Citibank, Charlene worked as a Consultant Technology Project Manager in JP Morgan Chase's Consumer and Community Banking division. In that capacity she provided leadership and direction to agile teams delivering regulatory and cybersecurity initiatives in accordance with the governance standards, customer service goals and shared values of the bank. She started her finance career as an Account Executive of a retirement service provider in the New York City market advising institutional clients on asset allocation

strategies. Charlene has also served in administrative positions at Columbia University School of Public Health and Bronx Community College where as an Adjunct Faculty member, she taught job readiness skills to students. Charlene also spent a delightful year managing a restaurant in Pelham, New York. Born and raised in Trinidad, West Indies, Charlene earned a B.S. in Government from the University of West Indies at St. Augustine and a Master of Science in Business from the Johns Hopkins University. She holds the Project Management Professional (PMP) and Agile Certified Professional (ACP) certifications from the Project Management Institute, and she is a Fellow of the Institute of Systems Wisdom.

Andrew Braverman



Andrew is Director of Worldwide Solutions Architecture at Micron Technology where he leads the effort to deepen technical relationships with customers. Prior to building this new organization, Andrew led Micron's enterprise presales practice, bringing with him experiences from EMC, Cisco Systems, F5 Networks, and Sun Microsystems. Andrew honed his leadership skills while contributing to the community through fifteen years as

a volunteer emergency medical technician (EMT) - he remains certified - including three years as agency chief. Andrew earned a B.S. in Management Information Systems from Rider University, a Master of Business and Science from Rutgers, The State University of New Jersey, and he is a Fellow of the Institute of Systems Wisdom.

Gregory Campbell



Comfortably hovering between the worlds of change, program and project management, Gregory is an experienced, dynamic, collaborative transformational leader with a 20-year history of successfully guiding and developing organizations looking to create new thinking and opportunities in a time of growth and change. He founded and led two businesses: a retail design center, and Luna Theatre, a professional theater company. He is currently a Trainer/Supervisor at the National Board of Osteopathic Medical Examiners with responsibilities for Talent Management. He is also a freelance Strategic Consultant with Creatively Corporate Consulting. He earned his BA in History with a minor in Political Science from Rutgers University, MS in Organizational Development

and Leadership from Saint Joseph's University, and he is a Fellow of the Institute of Systems Wisdom.

Tobias Donath



As Vice President of Family Thought Leadership and Practice at Fidelity Investments, the largest mutual fund company in the United States, Tobias trains and provides coaching to advisors on how to navigate family conversations with their clients and works with client families to engage the developmental opportunities in money, wealth, and estate planning. Having started his career in his own family's business, he brings a unique personal and professional perspective on why the "how" of family relationships are just as important as the "what" a family tries to execute. Originally from Toronto (☺), Tobias earned a BS from Babson College with a concentration in entrepreneurship and an MBA from IMD in Lausanne, Switzerland where he focused on leadership and family business. He is also a Fellow of the Institute of Systems Wisdom.

Sharlene Goldfischer



Sharlene is Owner and Principal of Quintessence Coaching where she is an executive, life coach, and organizational development facilitator. She specializes in leadership development and transition management and works with new and tenured leaders to help them clarify and hone their leadership skill, and to build organizational engagement and effectiveness with boards, groups, and teams to understand their roles and strengths, define their purpose, and support high performance and with individuals. She serves on the Board of Directors of the Philadelphia Chapter of the International Coach Federation, the St. Joseph's University Master of Organizational Development and Leadership Advisory Board, and the Steering Committee for *Intergen*, a Philadelphia-based professional work group focused on strengthening intergenerational nonprofit leadership. Sharlene earned a B.A. in Psychology from Arcadia University, M.Ed. in Special Education from Temple University, Certificate from the Nonprofit Executive Leadership Institute of the Bryn Mawr College Graduate School of Social Work

and Social Research, and a professional coach certification from the International Coach Federation. She is also a Fellow of the Institute of Systems Wisdom.

Michael Jones



Mike is an Associate Director for the Research Administration Center of Excellence (RACE) at Thomas Jefferson University where he oversees research administration for departments under RACE Team3. His responsibilities include grant application preparation, grant financial management, grant closeout and report submissions, research procurement management. In addition, he assists Jefferson faculty with understanding university polices and federal compliance regulations. He is a current member of the National Council of University Research Administrators. Prior to his current position, he worked for the Department of Neurosciences as a Business Manager and Financial Analyst, and prior to this he was a restaurant manager at the Independence Brew Pub in Philadelphia. Mike obtained his BSB from University of Phoenix,

MBA from West Chester University of Pennsylvania, and he is a Fellow of the Institute of Systems Wisdom.

Jerin Juby



Jerin is the Operations Manager of Pulmonary Care at Thomas Jefferson University Hospitals where he has clinical, operational, and financial management responsibilities, and developing and maintaining strategic plans. He is also a member of the adjunct faculty at the School of Continuing and Professional Studies (SCPS) at Thomas Jefferson University where he teaches health services, management, and leadership courses. A Licensed Respiratory Therapist working for more than 10 years at major hospitals in Philadelphia, he is very passionate about social causes and often volunteers with local non-profit organizations working with the poor, needy, and homeless. He speaks at teen, youth and adult retreats and conferences organized by Christ Culture Inc., a Christian non-profit organization based in Nashville, TN. Jerin earned his AAS in Respiratory Therapy from Community College of Philadelphia, Bachelor of Health Science from Thomas Jefferson

University, and MA in Organizational Leadership from Eastern University. He also completed Lean Leader Certification and several health care quality and safety courses from Thomas Jefferson University. He is also a Fellow of the Institute of Systems Wisdom.

Venard Scott Koerwer



Scott is an entrepreneur in education and business with more than thirty years of experience, three entrepreneurial startups, and numerous program development initiatives working with world-class organizations, executives, faculty, staff and students to develop and implement programs in Africa, Asia, Europe, the United Kingdom, the Middle East and the United States. Currently he serves as the Vice President for Strategy & Planning at the Geisinger Commonwealth School of Medicine where he is also the founding dean of the Graduate School, Vice Dean for Graduate Studies and a member of the faculty. Previously, Scott served as the 21st President of Newberry College; Deputy Dean and Clinical Professor of Management at The Darla Moore School of Business, University of South Carolina; Associate Dean of Professional Programs (MS, MBA, executive degree and certificate programs) & Student Services at the Robert H. Smith School of Business, University of Maryland; and as a Senior Director in the Executive

Education Division of the Wharton School, University of Pennsylvania. Scott has a bachelor's degree from Muhlenberg College, master's degree in government from Lehigh University, and a doctorate in education from the University of Pennsylvania. He is also a Fellow of the Institute of Systems Wisdom.

Shawn Arista Millin



Shawn is a Program/Performance Analyst at the U. S. Social Security Administration (SSA). With experience in both the private and public sector, the majority of Shawn's professional experience is from her 17 years with the SSA which has included the Office of Systems, Office of the Chief Strategic Officer, and the Office of Budget with various responsibilities ranging from agency investments, human resources and organizational development. Adept at communicating effectively across business units and collaborating with various stakeholders, Shawn is proficient in addressing complex problems, and she has extensive knowledge in developing culture changing process improvement and strategy

that can support achievement in organizational goals. Part of a small team at SSA, Shawn developed [SSA's Vision 2025](#) and [SSA's 2018-2022 Agency Strategic Plan](#). Shawn is a graduate of Morgan State University holding a BA in Political Science and an MS in Criminal Justice Administration-Public Policy. She is also a Fellow of the Institute of Systems Wisdom.

Sagar Sharma



Sagar is an entrepreneurial leader with a proven track record of driving business expansion via the development and execution of new operational and technical processes as well as strategic initiatives. He is a Management Consultant for TayganPoint Consulting Group that provides program and project management support to Life Science companies. He is currently working as a Program Manager for Global Clinical Operations organization in Johnson & Johnson. He previously worked for Comcast NBC Universal as a Project Manager, where he handled multiple global scale projects and products for the Digital Media and Broadcast

Operations organization. His career path included Process Engineer at Roche Molecular Systems, Project Manager at L'Oréal, Project Manager at Comcast NBC Universal. Sagar earned an A.S. in Engineering & Business Administrations from Ocean County College, and a B.S. in Industrial Engineering and M.S. in Engineering Management from New Jersey Institute of Technology. He is also a Fellow of the Institute of Systems Wisdom.

Christine Tran



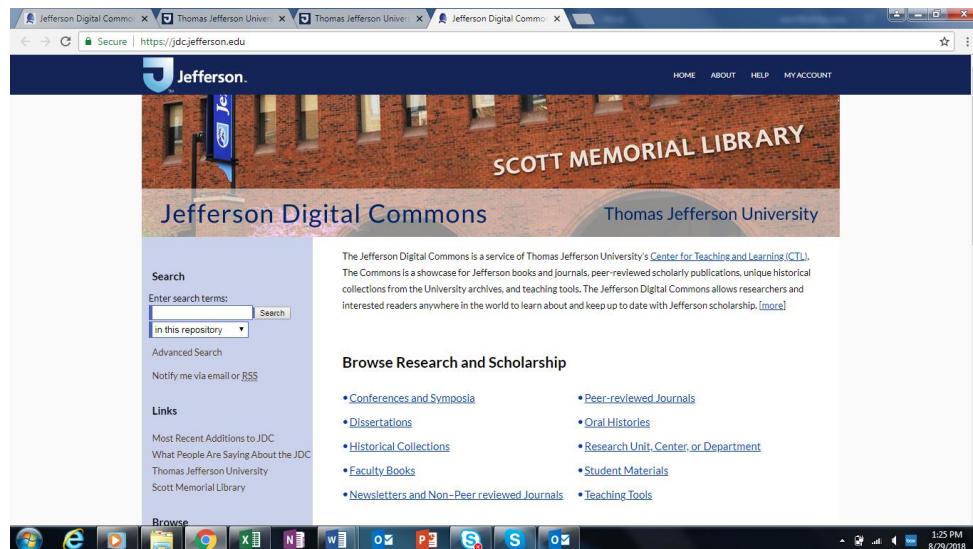
Chris is a 3rd year PhD student in Applied Health Economics, and Outcomes Research and Population Intelligence in the Jefferson College of Population Health (anticipating a PhD/DMgt double doctorate). She has a passion for leading the cultural transformation of digital health by empowering patients as consumers of healthcare and unleashing creative capabilities in organizational change. In addition to her studies, she is Manager of Product Development and Innovation for Vytality Health. Previously she was a Clinical Research Associate and Digital Health Advisor in the Jefferson Hospital System and Lead Researcher and Product Owner for Apple's ResearchKit smartphone application,

“[Strength Through Insight](#),” which measures patient-reported prostate cancer treatment symptoms and provides real-time quality of life assessments, supporting actionable information to providers. Chris holds a BS from the Bouvé College of Health Sciences of Northeastern University, MS in Pharmacology from Georgetown University, MS in Drug Discovery & Development from Drexel University College of Medicine, and she is a Fellow of the Institute of Systems Wisdom.



DSL and JDC Websites

Jefferson’s Scott Memorial Library in Center City has established the [Jefferson Digital Commons \(JDC\)](#), “a showcase for Jefferson books and journals, peer-reviewed scholarly publications, unique historical collections from the University archives, and teaching tools. JDC allows researchers and interested readers anywhere in the world to learn about and keep up to date with Jefferson scholarship.” Here is the **JDC** homepage address <https://jdc.jefferson.edu/> and screenshot.



Working with **Kelsey Duinkerken**, Special Collections and Digital Services Librarian and Daniel Verbit, Systems Librarian, **DSL** has created a set of categories into which we are uploading our digital scholarship and other materials. **Click each link** to see our entries.

Browse the *Jefferson School of Continuing and Professional Studies* Collections:

[School of Continuing and Professional Studies Faculty Papers](#)

[Frameworks for Strategic Leadership](#)-Larry M. Starr, PhD

[School of Continuing and Professional Studies Presentations](#)

[Maps for Navigating Complexity and Chaos](#)-Marc Pierson, MD

[Strategic Leadership Newsletter](#)

In addition, we have arranged for **DSL** graduates to have their dissertations/capstones uploaded to the *Jefferson Theses and Dissertation* collection which holds “full-text dissertations and theses from students across all Jefferson Colleges and Schools.” They are located at https://jdc.jefferson.edu/diss_masters/ and here are our first two documents from **Dr. Adena Johnston** and **Dr. Michael Asada**.

Theses/Dissertations from 2018

[PDF](#)

[A Hybrid Holistic Thinking Approach for Resetting the Seabrook Chapter of the Japanese American Citizens](#)

[League \(JACL\), Michael K. Asada](#)

[PDF](#)

[Re-Envisioning Talent Management for the 4th Industrial Revolution: A Systems and Design Thinking Intervention,](#)

[Adena E. Johnston](#)

Student Reflection

Each *DSL* participant is on a personal and professional journey. To learn about some of their experiences within our program and how these have informed their thinking and practice, we are posting student reflections in each *Newsletter* beginning in [Volume 4 Number 2, the previous issue](#). For our current issue, here are thoughts from Reverend [Valerie Andrews](#) (Cohort 3):

As I think back to Saturday, June 2, 2018, I can't help but to say, "Wow...what an interesting journey!" I recall sitting in the first meeting of *DSL 705 Enabling Information Technology*, fearful of what was to come as I thought about my limited understanding of technology. However, this course, under the direction of a professor with a passion for the subject matter helped to make this class not only less intimidating, but also one which motivated me to "think outside the box" regarding I.T., and how it would be used in the weeks to follow.

Reverend Valerie Andrews



Upon reviewing the topics in the course and the deliverables, two subjects caught my immediate attention (although there were others of interest). One was *I.T. Infrastructure*, which I hoped would help me to better understand how a company (or perhaps I) could build, deploy, use and share data. The other was situation modelling through use of *Decision Trees*, which begins with a problem (of which I may know very little), and for which I must ask the right questions and evaluate them based on the information I gain. *Decision Trees* are likened to a map of possible outcomes from choices that are related. It includes weighing the outcomes against others on issues such as costs and benefits.

While in this class, I was introduced to an unfamiliar field of study, Population Health. I learned this focused on "interrelated conditions and factors that influenced the health of populations." This field it aims to improve the health of populations, with the goal to reduce the unfairness in health between population groups (i.e., African-Americans, Hispanics, etc.). According to the Dean of the Jefferson College of Population Health, Dr. David Nash, "*the U.S. spends much money on healthcare, and yet, we rank low in the health and well-being of our population.*" This suggests that we, as a country, must be intentional about discovering innovative ways of delivering care that is safe, effective and cost friendly.

To recommend such innovation, the *DSL 705* course actively engaged us to create a Center of Excellence, whereby we will propose to Jefferson a unique way of providing better healthcare for underserved populations. Having begun our projects in three separate groups, we were challenged to merge the teams and to participate in the \$100,000 competition for the [Hearst Prize](#), intended to help identify and promote promising ideas in the field that help to improve health outcomes, and thus proliferate best practices more rapidly, under the auspices of the [Institute of Systems Wisdom](#).

While I have no way of knowing (as of this writing) if our proposal will be selected, I do know the *DSL 705* team has worked well together and given our best to this work. I further believe that I have gained a greater appreciation for Population Health and will benefit from the efforts put forth as we prepare for our dissertations. I thank **Dr. Les Sztandera** for making this course interesting, well-spent, and learnable!

Customer Reflection 1

For the past five years, under the guidance of [D.R. Widder, Vice President of Innovation](#) and [Steven Blank Chair of Innovation](#), Jefferson's School of Continuing and Professional Studies has been introducing to employees of the City of Philadelphia the principles and practices of innovation drawn from design thinking, system thinking, ethnographic research, geodesign, and business analytics.

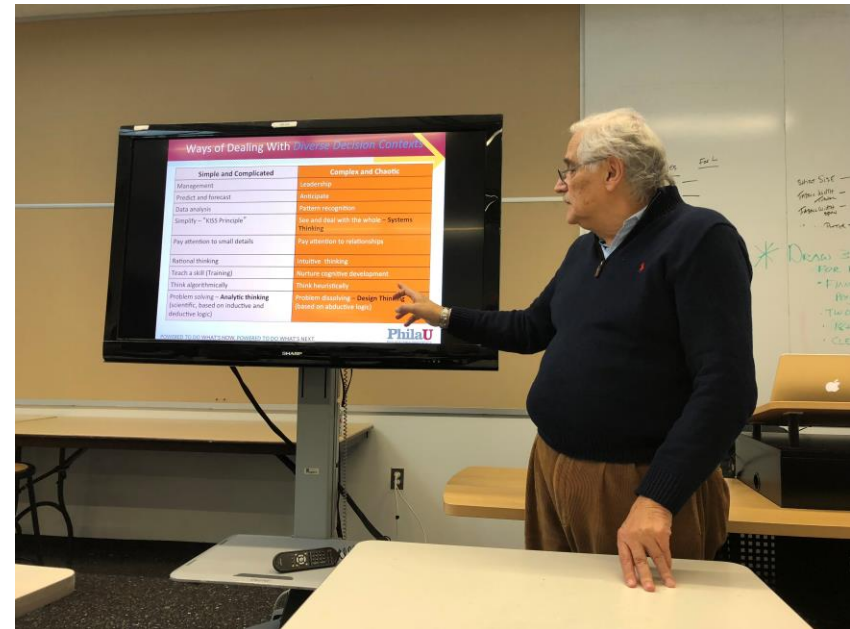
D. R. Widder



The [Academy of Municipal Innovation](#) (AMI) program, run in a cohort model for collaborative groups of government employees, teaches five core practices—integrated design processes; business and operations models; systems thinking; research methods; and innovation leadership—that have immediate application in all levels of government and quasi-governmental organizations.

The fifth cohort of the AMI which completed its program in Fall 2017 encouraged participants to publish a blog about their experiences in the program. Here is a portion of the impression made by [DSL Professor John Pourdehnad](#) who presented on the [topic of Complexity](#).

John Pourdehnad



“We spent our session learning about frameworks that can help us approach the various complexities of our work, like [IBM’s Cynefin framework](#) and the War College’s [VUCA Framework](#). VUCA stands for Volatility, Uncertainty, Complexity, Ambiguity. Both these frameworks share a common thread around complexity, and successful organizations have identified ways to navigate complexities using these frameworks.

Dr. Pourdehnad described complexity as the possible ways that variables in the internal and external environments of a system can interact. When we think about complexity, we need to let go of our desire to predict and control things. We can’t forecast what will happen. But what we can do is take a diverse thinking approach to complexity. This means rejecting the one-size-fits-all

approach to problem solving, and instead making better choices by adapting our problem-solving approach to changes in circumstance.

I know my colleagues and I now have the tools we need to navigate our complex system. This has been a fantastic ride, and I can't wait to see what future municipal innovations come down the pike!"



Customer Reflection 2

From: Bernstein Rosen & Company CPAs PC
To: Dr. Larry M. Starr, Jefferson Strategic Leadership
Shared With: Dr. Larry Hirschhorn, DSL 707

We are a small CPA firm based in Manhattan, NY. Like other small firms, we were going through a lot of personnel changes for various reasons. As these caused some challenges, one of my senior staff suggested we meet with **Darshi Mody**, one of your current doctoral students, for a strategic brainstorming session. She knew Darshi and was aware of her capabilities and work skills. The session was specifically designed to help us navigate through some critical decision-making processes related to the impact of the personnel changes over the past six months. She used a logical brainstorming sequential process called Current Reality Tree, a deductive thinking tool. The tree helped us to understand the flaws in our process and helped us think it through more clearly using a different perspective. Darshi shared some great insights into how we can change our current hiring process and implement some new hiring techniques specific to meet our needs.

I am writing to say we are thankful to Darshi Mody for conducting such an informative and insightful brainstorming session with my senior staff. It has been a pleasure working with her and getting useful insights.

+++++

Darshi- I am delighted to hear that you found the CRT helpful and that you were able to use it with some degree of ease. A teacher always values such feedback. Sincerely, Larry Hirschhorn

Darshi Mody



Community Reflection

The *DSL* student/learner community engaged in a self-organized self-review led over the summer by [Darshi Mody](#) (Cohort 2) working with Faculty Leadership Coach, [Dr. Dominick Volini](#). Darshi is a Doctoral Candidate writing her dissertation on Indian Design Education supervised by Dr. Joe Sweeney, and she is the Teaching Assistant for Dr. Steve Freeman’s Advanced Research Methods courses. She decided to do this additional project because she wanted to contribute to the community so took it on as an Advanced Independent Study course.

The premises of the project were that that *DSL* is a dynamic, complex learning community, and that there are experiences gained by earlier cohorts that would benefit being shared by later cohorts. Darshi, therefore, contacted all members of Cohorts 1 through 5 and invited them to complete a written survey and to participate in a one-on-one conversation with her about their experiences. Drawing from the information collected, she wrote a final research paper for the course, then summarized a small portion that could be easily presented. To do this, she invited herself (“strategic leadership”!) into the first meeting of *DSL 700* and led a discussion with Cohort 6 of what she learned.

Here is some of what was presented and discussed:

Reflections from <i>DSL</i> colleagues in cohort 1-5
Discovering who you are (at personal level)
I wish I knew how the word complex is different from complicated
I wish I knew I had to discover myself
I wish I knew how to better manage time
I wish I knew I need someone to share my complex feelings with when I am evolving/developing during the program
I wish I knew I need more coffee for Steve’s classes
I wish I had some more clarity about what I want to achieve from the <i>DSL</i> program
Discovering what you should have known
I wish I started thinking about my dissertation at the very beginning

I wish someone had told me that I need more help writing at the doctoral level
I wish I knew how to better convey my ideas through writing
I wish I knew that Larry will make your paper bleed (lots of red comments) to better describe ideas rather than just writing as I had in the past
I wish I read a lot on my interest topic (or professional area) from the beginning of the program
I wish I knew I had to reflect on my learnings from every course

Darshi summarized the learner experiences with the following:

- In *DSL*, we evolve/develop each day in the program and through the courses we take. We should take advantage of this by making the time to personally reflect.
- Dominick and I suggest/recommend you maintain a written record (personal journal) of the journey from day one of the program in which you describe your own experiences.
- Share this journal with Dominick (and Larry, Joel, Tom and any other faculty) when you meet for your individual meetings, so they can understand your thought processes and how they have changed during program.
- Allow yourself to be mentored so you can flourish to the best of your abilities.

She concluded with her personal and professional perspective, partly informed by the research, that “the goal of the *DSL* program is to prepare us to calmly and courageously navigate through the complexities of life.”



DSL 3D Virtual Reality Course Video

During Fall 2017, joining the course, **DSL 709 Leading in the digital transformation age** taught by [Dr. Ana Reyes](#), for final project presentations were students from **DSL 700 Foundations of Strategic Leadership** who were studying models of Network/E-Leadership. This seemed a good opportunity to promote the distinctive nature of **DSL** education, so working with Faculty Communications Coach [Tom Guggino](#) who is also a professional videographer, we decided to record the event, write a script, do additional interviews, and working with a production company in Philadelphia, create a professional video.

[Here is the link](#) (speakers on!). We think it turned out great. Let us know if you agree.



DSL Guest Speaker: Save the Date

Date: Thursday November 1, 2018

Time: 6:30 pm - 9:00 pm

Location: To be Announced (probably DEC)

Speaker: Ritwik Mishra

Please join the **DSL 700** class for a presentation by [Ritwik Mishra](#). Ritwik is Vice-President and India Lead for Leadership Development at [Deloitte Consulting](#) in Hyderabad, India where he is responsible for leader development of over 23,000 employees of the US India region including principals, partners, and directors. He was previously General Manager for Global Organizational Development at Tata Communications responsible for developing and implementing frameworks to enhance organizational productivity.

Ritwik is also in the Fellow Program in Management at the [Indian Institute of Management \(Lucknow\)](#), a Doctoral program that offers a “unique opportunity to those who wish to hone their research talents and develop teaching skills.” Ritwik previously earned the MSOD from Organizational Dynamics at the University of Pennsylvania.

His presentation will include his experiences of being a full-time employee while engaging in professional graduate education at Penn and now at IIM, as well as his dissertation topic (he is writing his proposal), **Leader-Member Exchange (LMX)** using a **grounded theory** approach.

Ritwik Mishra



DSL Community Milestones and Professional Updates

Congratulations to [Michael Asada](#) (Cohort 1) who is now Dr. **Michael Asada '18** having completed his doctoral defense and delivered his dissertation to the Jefferson Library and other stakeholders. As listed on his transcript, “Degree Received: D.Mgt. in Strategic Leadership on 08/11/2018.”

The image below shows him smiling in January 2016 during the first-ever Cohort 1 New Student Orientation and prior to any coursework. You should see him smiling now he has finished 😊.



[Jim Plummer](#) (Cohort 3) is pleased to report that he has a new appointment: Manager of Practice Transformation and Care Coordination at the Philadelphia College of Osteopathic Medicine.



James Plummer



[William Myles](#) (Cohort 2), previously Executive Vice President of Community Operations and Resident Development of the Philadelphia Housing Authority, is pleased to report that he has accepted the position of [CEO of the Albany \(Georgia\) Housing Authority](#) effective July 1, 2018.

That William has moved with his wife and two children to Georgia is a loss to our face2face social community, but good timing academically because he has completed all his coursework. As a Doctoral Candidate, he will be working on his dissertation proposal, *Transforming Low Income Residents out of Public Housing* (Dr. Starr is supervisor).

Faculty Coach Tom Guggino when he learned of William's new position offered the additional well-known-to-*DSL sartorial caveat*, "Great news for Albany, and he will be the best-dressed CEO in the city."

William Myles



Patrick Kapuwa (Cohort 5) previous Head of the Department of Sociology and Social Work in the School of Social Sciences of Njala University in Sierra Leone, and West African Economic and Social Development Expert for the Institute for Development Impact, was previously highlighted as one of Sierra Leone's scholars who prior to **DSL** earned a PhD in Contemporary International Relations from Jilin University, in PR China. Coincidentally, **Joyce Zhang** (Cohort 5) also earned her Bachelor of Law (LLB) from Jilin University.

Patrick Kapuwa



Patrick was celebrated again over the summer because he was named by the President and Parliament to be [Ambassador, Sierra Leone Embassy, Addis Ababa, Ethiopia and representative to the African Union \(AU\) and the United Nations Economic Commission for Africa \(ECA\)](#).



Despite his new responsibilities which include shuttling between Sierra Leone, Addis Ababa, and New York (for the UN General Assembly) he is continuing his Jefferson **DSL** program. To support his travels, he is enrolled this semester in **DMW 805 Organization Development and Change** an online course created and taught by [DSL Professor Rosa Colon-Kolacko](#) offered through the Doctorate in Midwifery degree program.

Complex, eh? As was reported earlier in this *Newsletter*, “When we think about complexity, we need to let go of our desire to predict and control things. We can’t forecast what will happen. But what we can do is take a diverse thinking approach to complexity...One size does not fit all.”



[Odell Jones](#) (Cohort 4) was elected to be an Executive Board Member on the (University of Pennsylvania) [Penn Professional Staff Assembly \(PPSA\)](#). PPSA provides a forum through which professional staff can engage in dialogue about issues facing the University and higher education. “Executive Board Members sit on the University Council, a deliberate and representative body which serves an advisory role to the President, Provost and senior administration of the University and has voting representation on all University Council committees.”

Odell was also nominated and selected to participate in [Leadership@Penn](#). This program helps senior leaders develop the skills and abilities needed to be a stand-out leader and carry out Penn's mission. The program focuses on leadership skills that make a difference both inside and outside of the workplace, including thinking strategically, leading through change, building emotional

intelligence, developing stronger relationships, exercising influence, and helping staff grow as professionals.

Odell Jones



Odell notes, “Both programs are highly beneficial to my continued efforts to contribute to Penn and to pursue higher levels positions within the university.”

[Scott Koerwer](#) (Cohort 6) is pleased to report that he has accepted the invitation to join the [Keystone College](#) (La Plume, PA) [Board of Trustees](#). Founded in 1868 and located in Northeast Pennsylvania approximately 15 minutes from Scranton, Keystone enrolls approximately 1,400 students and offers more than 40 undergraduate and graduate degrees in liberal arts and science. Scott notes, “I am sure it will be a learning experience.”

Scott also wrote, “On a family note, our oldest daughter is a junior at Muhlenberg College, my undergrad alma mater, our youngest daughter is a senior in high school, (and I am back in graduate school) ... oh my.”

Scott Koerwer



DSL Professor [Joe Sweeney](#) (*DSL 801 and DSL 802*) reports the following update.

I've changed professional jobs. Last year I began working at the [How I Decide Foundation](#) as the Director of Education and Innovation. The foundation is dedicated to the mission of equipping youth with skills to be better decision makers. One of our more successful programs last year was [GM Genius](#), the first learning platform and college scholarship competition based on fantasy football. Using animated videos and game mechanics we taught prediction skills and ways to lessen the impact of cognitive biases such as the mere exposure effect.

Joe Sweeney



Another program we developed last year was [HabitWise](#), a hybrid online/in-class platform for teaching young people how to make and manage habits. Both programs won awards, press recognition,

and high praise from adoptees. However, while those and other programs were successful, we've come to realize that to achieve the scale we seek, great programs are not enough. We realize (taking a systems expansion perspective) there needs to be an entire field for decision education for youth, with researchers, educators, policy makers, curriculum providers, donors, etc. all working together. So, the foundation is moving to a [new strategy](#), wherein we won't be developing our own programs but will instead serve as [field catalyzers](#) working to identify, coordinate, and amplify the efforts of others in the field of decision education for youth.

Along with this shift in strategy, we've made some organizational changes, and, effective August 1st, I've taken up responsibility as the new Executive Director of the foundation. I am humbled and challenged by the scale of the undertaking, and appreciative of the lessons I've learned and continue to learn from the *DSL* faculty and students that inform our new approach and my thinking as a leader.



DSL Professor [Larry Hirschhorn](#) (*DSL 707*) reports three updates: he has written a new blog (August 28); this past June, he delivered a paper at the ISPSO conference; and his Dynamics of Consulting program has accepted a second cohort.

Larry's [Blog](#) is where he continues to present his thinking, consulting, and teaching about decisional processes and the underlying psychodynamics of leaders and leadership in the modern enterprise. Starting in 2011 with a comment on the relationship between Kahneman and Tversky's "cognitive biases" and the stock market, his nearly 90 entries present a broad array of "learning from experience." His latest commentary, *The CEO as Psychopath: The case of Theranos*, offers his insight on the case of one "colossal failure" which he attributes in part to that while some leaders may be "charismatic and persuasive" they may also be dysfunction and "don't deliver the goods. This result accords squarely with the fact that psychopaths are impulsive and don't plan well." (Here is the [Wall Street Journal report](#) on this event).

Larry also presented a paper at the 35th annual meeting of the *International Society for the Psychoanalytic Study of Organizations* (ISPSO) titled, “[Doing real work: The interpersonal context for business decisions](#)” at All Hallows College, University of Dublin, Ireland.

Larry Hirschhorn



For those unfamiliar, [ISPSO](#) was established in 1983 by some of the most distinguished contributors to the field ([as this summary demonstrates](#), this includes Larry, who was a founding member and former president, 1995-1997). The society provides a forum for academics, clinicians, consultants and others interested in working in and with organizations utilizing psychoanalytic concepts and insights. The Society’s aim is to share organizational research, consultation and experiences in the context of psychoanalysis.

Finally, Larry’s advanced consulting program, [Dynamics of Consulting](#), launched last year, has accepted its second cohort of 22 participants.



Jefferson School of Business and *DSL* Professor [Les Sztandera](#) (*DSL 705*) has given two presentations over the summer in Poland and in the UK.

In June, Les attended the opening of the [Warsaw Design Factory](#) at the Warsaw University of Technology. He presented on the University’s industry-sponsored projects, such as the recent [Product Design Gala](#), and the [Jefferson Nexus Design Factory](#). Like Jefferson, Poland’s Warsaw Design Factory is part of the [Design Factory Global Network](#), an international partnership designed to foster innovation across cultures, continents and industries. Jefferson launched the first Design Factory in North America in 2015.

Les Sztandera



In August, Les presented a lecture at the University of Oxford, UK on [Rethinking Pedagogies for Academia-Industry Collaborations in the Development of Product Opportunities](#).

Les wrote, “While I visited Oxford (established 1096) a couple of time before when working with my Oxford research partners on Computationally Design Products with Desired Consumer

Characteristics, this was the first time I resided at Christ Church College where previous residents have included King Henry VII, William Penn, founder of Pennsylvania, Albert Einstein, and 13 Prime Ministers; and the first time I had the opportunity to dine in the [Great Hall](#).

Les, waiting for dinner?



I delivered a talk on pedagogy/*andragogy* for industry-inspired-and-sponsored projects based on my courses and highlighting the Population Science Initiative project from this Summer's *DSL 705* course (described in this *Newsletter* by Val Andrews), as well as the 40+ previous sponsors. I described my teaching approach which requires students to construct knowledge by engaging collaboratively with industry partners and I acknowledged that it has proven to be more effective than traditional didactic approaches in developing innovative thinking, knowledge creation

capacity, and professional skills. The also approach meets the emerging needs of industry to develop managers, designers, and engineers into more accomplished practitioners in the global economy.

I included that it has been noted in literature that effective project learning has five key characteristics: project outcomes are tied to curriculum and learning goals; driving questions and problems lead students to the central concepts or principles of the topic or subject area; students' investigations and research involve inquiry and knowledge building; students are responsible for designing and managing much of their learning; and projects are based on authentic real-world problems proposed by industry partners that students care about.

That is what we do at Jefferson; students learn by designing and constructing actual solutions to real-life problems while employing the [4Cs Principle](#) - critical thinking, communication, collaboration, and creativity. Researching across subject boundaries, managing different parts of the projects, critiquing each other's work, and creating professional, quality product opportunities helped develop real-world problem-solving skills. In addition, motivating students to manage their own time and efforts, and present and defend their work, equips them with valuable skills for their future workplace."



DSL Professor [John Pourdehnad](#) (*DSL 701, DSL 706, and DSL 800*) had meetings over the summer in Northern Cypress and gave a paper in the UK.

John was first invited to meet with a member of the Board of Trustees at [Eastern Mediterranean University](#) (EMU) in Northern Cyprus. EMU has many programs taught in English, 20,000 students from 106 countries, 1,100 academics from 35 countries, and is a full member of the International Association of Universities, the European University Association, Community of Mediterranean Universities, and the Federation of the Universities of the Islamic World. His meetings are to develop a relationship between our

universities and to provide research opportunities between our students.



John also presented an invited lecture at the 60th anniversary of the founding of the Operational Research Society at Lancaster University, famous for being the institutional home of [Peter Checkland](#), the originator of [Soft Systems Methodology](#). Peter (born 1930) gave the opening keynote address to the conference. John's paper (co-authored with Paul Welfer, a former student) was [Case Study in Applications of Systems Thinking and Design Methodologies Toward Emergent Self-Governance Models](#).



DSL Language

A **student** is one who intends and assumes that learning will occur through direct intervention by a teacher whose job is to present information. In this dependent (some say *service*) relationship, the

student expects to be told the content by a responsible, qualified professor and to have it delivered in a controlled context.

A **learner** is one who assumes personal responsibility for learning on his/her own. For a learner, the role of the teacher is to facilitate learning by supporting and assisting but not directing or controlling. Learners seek information to self-develop, and to increase knowledge and understanding across a variety of contexts.

Adults are “applied learners.” Adults need to understand how information presented in a situation - such as but not limited to a graduate course - adds value to their current and anticipated professional activities, and to their current body of knowledge and experiences. This application concept distinguishes **pedagogy** (student/child learning) from **andragogy** (adult learning) and can be appreciated in the **premises of andragogy** defined by Knowles (1984; see also <https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles> from which the following is a direct quote):

- Adults need to be involved in the planning and evaluation of their instruction.
- Experience (including mistakes) provides the basis for the learning activities.
- Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
- Adult learning is problem-centered rather than content-oriented.

DSL adult participants, including Faculty, Scholars and Mentors, must shift their mindset, mode of thinking, methods of decision making, and performance from students to **learners** who assume a significant degree of personal responsibility for their education. **DSL** faculty provide a syllabus for each course, define learning objectives, and are guides, but in our doctoral education system, **applied learning emerges** from the **interactions** of facilitators x participants x content x contexts.

To support the shift from pedagogy to andragogy, **DSL** will refer to and continue to support those earning their doctoral degree as learners and participants.

Learning emerges from the interaction and interdependence of *learner/participant*, *teacher/facilitator*, *content*, and *context*.



Jefferson *Proposed* PhD in Complex Systems Leadership Update

The *proposed* Doctor of Philosophy (PhD) degree in *Complex Systems Leadership* is in the Jefferson new program queue for evaluation with a proposed initiation in 2019. As defined by the “New Academic Program/Degree/Certificate Approval Policy,” the following criteria/tests must be met:

1. Approval by the Academic Unit Governance Committee (AUGC) and by the Academic Program Facilitation Committee (APFC);
2. Sufficient market demand for the program and its graduates;
3. Congruence with the institutional education mission;
4. Feasibility from a structural and budgetary standpoint;
5. Distinctiveness from competition.

A preliminary proposal addressing criteria 2-5 has been presented and is currently in editorial revision following feedback. As the proposal moves through the various required committees, updates to the community will be provided as appropriate.



Ackoff 100 Celebration

To celebrate the legacy of Russell L. Ackoff, *DSL* is planning an “Ackoff 100” birthday event for spring-summer 2019 as was described in [Volume 4 Number 2, the previous issue](#). Preliminary plans include invitations to the global community of those who studied and were influenced by him to come to Philadelphia for a social event, submission of a collection of papers and other scholarship - practice influenced by his thinking and teaching, and other activities.

Russ Ackoff



If you are interested and willing to become involved in the planning or participation, please send email to starrl@philau.edu using the subject header Ackoff 100.



Fall 2018, Spring 2019, and Preparing for Cohort 7

Here are significant dates. For “official University dates,” consult the [2018-2019 Jefferson East Falls Campus Academic Calendar](#).

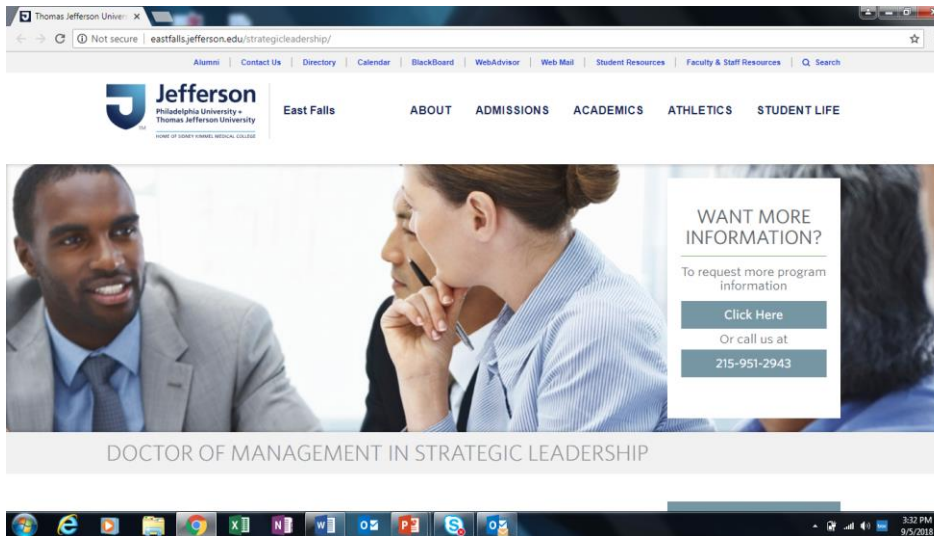
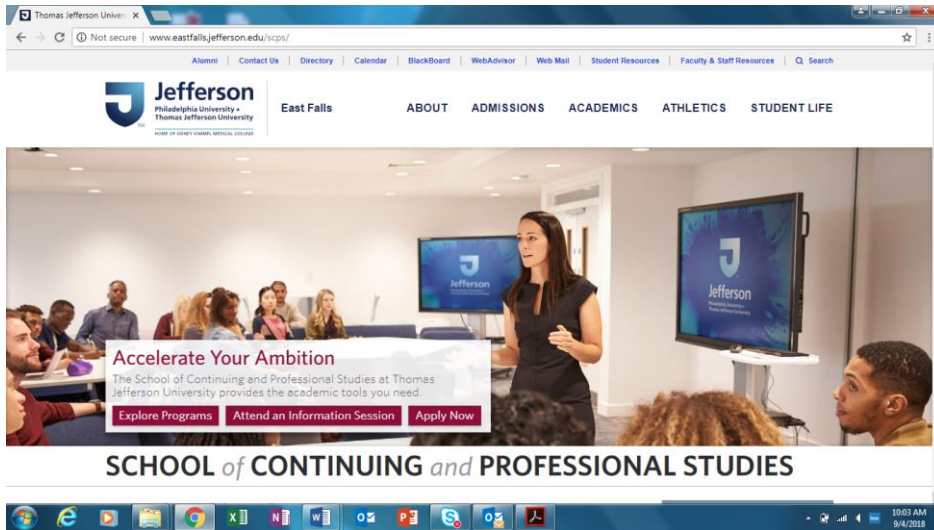
Tuesday October 2: Tuesday October 30:	DSL Information Session DSL Information Session
Thursday November 1: Wednesday November 21: Monday November 26:	Guest Lecture: Ritwik Mishra Thanksgiving Recess No Classes Classes resume
Monday December 3: Friday December 14:	Fall semester classes end Fall grades are posted
2018-2019 Semester Break	
Saturday January 5: Thursday January 10:	Cohort 7 New Student Orientation DSL Spring classes begin



DSL Branded T Shirts Have Arrived



Please contact the program director for information about how all community members can pick up your DSL t-shirt (sizes S to XXL).



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