I. COURSE DOMAIN AND BOUNDARIES

This theory course will provide a foundation for understanding organizational behavior, management & leadership including: 1) organizational theory and behavior viewed from individual, group / team, organizational and inter-organizational perspectives; 2) leadership and management functions; 3) values, ethics, diversity, cross-cultural and social justice considerations in organizational management and leadership. Designed to serve as the foundational course for the MSW Management Specialization, it will also provide any student with a solid understanding of the organizational context of human service employment so that they can better choose compatible jobs and maximize their professional success. The course will emphasize systems thinking, basic understanding of systems dynamics and a commitment to evidence-based management practices. It will include beginning analysis and application of theory and evidence through case studies, class discussions and systems dynamics models.
II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Competency</th>
<th>Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>C1</td>
<td>3</td>
</tr>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
<td>3</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
<td>3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
<td>2</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>C5</td>
<td>N/A</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6</td>
<td>2</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
<td>2</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C8</td>
<td>2</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9</td>
<td>3</td>
</tr>
</tbody>
</table>

III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

**Student Handbook 2019**

**Accommodations:** If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.
Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.
IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445.

There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX Office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from
underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS & VIDEO LECTURES

Assigned readings and video lectures play an essential role in this course. The course will draw on chapters from three texts, supplemented by additional book chapters, articles, video lectures, case materials and self-assessments. They will be referred to in class discussions and the instructor will pose questions based on the week’s required materials. They also serve as aids for the written assignments.

Required readings, cases, video lectures and self-assessments for each session are defined in the Course Outline below. Copies of the main texts and other readings will be available on either library or electronic reserve. Several required case readings will be available, for a fee, on the Harvard Business Press website. Instructions to access these will be provided. Some short pieces and assessments will be handed out in class.

Each of the main texts approaches the subject from a somewhat different perspective. Although each text covers much the same material, I have chosen specific chapters, or sections of chapters based on their particular focus and ease of use.

- McShane, Steven L & Von Glinow, Mary Ann (2015). *Organizational Behavior (7th edition)*. Boston: McGraw-Hill Education. This is a classic Organizational Behavior Text, with a primary focus on understanding theory and research into how organizations work from an individual, group and organizational perspective. It is focused heavily on for-profit business models and examples. RESERVE

- Worth, Michael J. (2017). *Nonprofit Management (Fifth edition)*. Los Angeles: Sage. This is written for the beginning manager, leader, but from the perspective of the broad non-profit field, which includes cultural, educational and other organizations. It is more practice oriented and easier to absorb, with less emphasis on theory and research. RESERVE

- Patti, Rino J. (ed.) (2009). *The Handbook of Human Services Management (second edition)*. Los Angeles: Sage. This is one of the few texts written from the perspective of social work and human service management, in non-profit, public and for-profit settings, with a primary emphasis on agencies engaged in direct practice with individuals and families. Though it summarizes theory and research, it is more focused on preparing individuals for management and leadership. It tends to be fairly detailed and conceptual. I have assigned four chapters. RESERVE
Although not required, all three are available at the University Bookstore if you would like to purchase. Previous editions of the McShane & Von Glinow and Worth texts are substantially the same as current editions. If you use previous editions, check page numbers to make sure that you are reading the required material. The Worth text is a good long-term investment.

You will also need to download Vensim PLE software for the systems dynamics work. This software is free at http://vensim.com/free-download/. Instructions will be given in class.

VI. ORGANIZATION OF COURSE

The course will be conducted over 15 sessions in an interactive mode combining mini-lectures, demonstrations, discussions, exercises, small group discussions, case studies, videos, guest speakers and ungraded personal self-assessments. Students will be placed in group project work groups. Student learning and skill development within these groups is a central pedagogic component of the course. These groups will allow students to explore their role and develop their skills in group work. Throughout the course, there will be an emphasis on reflecting on one’s own values, needs and personal style in relation to organizational dynamics, management and leadership.

VII. ROLE OF INSTRUCTOR AND STUDENT

The instructor will be responsible for organizing the course in a progressive and understandable manner, communicating essential information, and arranging speakers, exercises and case studies. The instructor will answer student questions, facilitate discussions and challenge students to explore and consider difficult concepts. The instructor will post lecture notes, powerpoints and supplementary materials of interest in Canvas. The instructor will draw heavily on his professional experience and encourage the students to likewise share their experiences, within an environment of confidentiality. The instructor will be available before and after class, during breaks and via telephone or e-mail to answer questions, clarify assignments and provide guidance.

The TA will deliver lectures, demonstrations and lead in-class exercises, primarily around systems thinking and systems dynamics. She will be available to assist students in their group project work.

**Students will be responsible for attending all classes, arriving prepared and on-time, having read all assigned readings, watched all assigned video lectures, prepared for class discussion and completed written assignments on time. A portion of most classes will be devoted to questions, based on the weeks’ assigned materials, posed to students. Each student will be asked at least one direct question during the semester, which will impact their class participation grade (see below).**

There will be an emphasis on reflecting on one’s own values, needs and style in relation to the organizational context of work. Students will be asked to take several ungraded self-assessments, and discuss how they may approach certain organizational realities.
The instructor, TA and students have a shared responsibility to promote and sustain a classroom environment that respects and celebrates diversity, recognizes different intellectual and communication capacities and learning styles, and safely encourages open, honest sharing, self-disclosure, challenging questions and debate in relation to the course material and learning objectives. Use of laptop computers in class is permitted. However, students may only use them for course related purposes.

Students are expected to notify the instructor in advance of an expected absence. The student’s active participation in class discussion and small group exercises is required. Students will be assessed on their class participation as well as their preparedness for class (see Class Participation assignment below).

VIII. ASSIGNMENTS AND GRADING CRITERIA

Grades are based on 100 point scale. In general, grading will assess 1) the degree to which student acquires knowledge and understanding of the course material (readings, lectures, theory, practice guidelines etc.); 2) the student’s ability to apply this knowledge to hypothetical and real-life case and practice situations; and 3) the student’s ability to reflect on their own attributes and behavior in order to understand how to succeed in organizational life.

Class Participation (including readings & video lectures) 20
1st Mini Assignment (draw a CLD) Ungraded
2nd Mini Assignment (draw a CLD) 5
3rd Mini Assignment (Prepare a job description) 10
Group Project 40
Group Project, group process assessment 5
Take Home, Mid-Semester Online Exam 10
Take Home Final Exam 10
Extra Credit Options (one of two options) 5

Final course grading is as follows:

91-100 points = A
86-90 points = A-
82-85 points = B+
78-81 points = B
73-77 points = B-
69-72 points = C+
65-68 points = C
60-64 points = C-

1. Classroom Participation - 20 points
Students will be assessed on their class participation, preparedness for class and classroom behavior. The primary purpose of classroom participation is to deepen students’ acquisition of knowledge and skill. Asking and answering questions and participating in small group and full
class discussions sharpens students understanding and thinking. It takes advantage of the
knowledge and experience that classmates bring to the topic. Furthermore, it is one major way in
which the instructor can assess whether the student is acquiring and understanding the
knowledge and skills contained in the course.

- Attendance matters and will be considered as part of the classroom participation grade.
  Students are expected to notify the instructor in advance of an expected absence. Students are
  expected to find out about work and assignments if they miss class. With the exception of
death in the family, severe illness or injury, a student who is absent for more than one class
will have their classroom participation grade reduced by 1 point for the first absence and 2
points for each additional absence.
- Students are expected to direct their full attention to the class. Use of laptops and hand-held
devices is permitted but only for use in relation to class activities. Behavior which interferes
with or detracts from the classroom experience of others is not acceptable. Students should
be thoughtful about dress, bringing food to class, language and interactions with others.
- Students are expected to arrive at class having read, watched or completed all assignments,
  and prepared to engage with the material.
- The student’s active participation in class discussion and small group exercises is required.
  Students are expected to participate during each session. Students are expected to ask and
answer questions; offer observations, ideas and opinions; challenge the opinions of others;
and offer examples and illustrations from their own experience.
- **The instructor will call on students to answer questions.** Each student will be called on
  at least once during the semester to answer a specific question related to the assigned
material for that class (e.g. from reading or video lectures). The instructor will assess
the answer for accuracy and understanding, and up to 2 points (of the 20) will be
factored into the overall class participation grade from these questions.
- Students are expected to participate fully and responsibly in the group project. Students
  should attend scheduled group meetings, submit work on time and actively work to assist
other group members in completing a quality project paper and presentation.
- Students are expected to seek clarification of material or concepts they do not understand and
  provide feedback to the instructor on ways that the class can be improved, including
completing scheduled course evaluations.

Students will be graded on the following criteria:

- Attendance
- Pays attention and is fully engaged and participates in each class session.
- Contributes to a positive, safe and enjoyable learning environment.
- Participates fully and responsibly in the group project.
- Provides feedback to the instructor on ways that the class can be improved, including
  completing scheduled course evaluations.
- Demonstrates knowledge and understanding of course material by responding accurately to
  questions posed by the instructor.
• Offers thoughtful, insightful and relevant opinions, observations, and examples during class discussions.
• Asks thoughtful, probing and relevant questions during class discussions.

You can receive a maximum of 20 points for this assignment. The grade will be issued in two parts. The first grade (maximum of 10 points) will be given following session 8. The second grade (maximum of 10 points) will be given at the conclusion of the course. Students who attend all classes and meet the above criteria will earn 16 points (equivalent to a B). Additional points will be given based on the frequency and quality of participation and the students’ demonstration that they are acquiring the required knowledge and skills.

2. 1st Mini Assignment – Draw a Causal Loop Diagram - Ungraded
   Assigned Sept. 11; Due Sept. 18
   Based on a short case, students will draw a causal loop diagram, illustrating the dynamic structure of the case example. Full information provided on Sept. 11.

3. 2nd Mini Assignment – Draw a Causal Loop Diagram - 5 points.
   Assigned Oct. 9; Due Oct. 16
   Based on a short case, students will draw a causal loop diagram, illustrating the dynamic structure of the case example. Full information provided on Oct. 9.

4. 3rd Mini Assignment – Prepare a job description - 10 points
   Assigned Oct. 16; Due Oct. 23
   Students will prepare a formal job description based on information provided in class. Full information provided on Oct. 16.

5. Team Project – 40 points
   Assigned Sept. 4; written paper due Nov. 13; oral presentation, Nov. 20
   Students will be placed in small teams. The class will be given a hypothetical case about an organization facing numerous problems. A Causal Loop Diagram (CLD) will illustrate the dynamic nature of the problems. Each team will examine the case, CLD, and research relevant literature to explain the causes of the problems. They will discover, evaluate and recommend evidence-based interventions to improve the situation. The team will submit a written paper and make an in-class presentation summarizing their analysis and recommendations. Full instructions on Sept. 4.

6. Team Process Assessment – 5 points
   Assigned Sept. 4; Due 11:59 PM, Tuesday, Dec. 10

   Following completion of the team project and after the team project grade is posted, team members will rate each other (including themselves) on the quality of their participation and contributions to the team project. Each member will distribute 24 points with a range of 0 – 5 among all the team members, including themselves. Whole numbers or fractional point scores (e.g. 3.5) are acceptable. The students’ scores will be calculated as the average of the ratings. The maximum points that a member may receive is 5. Adjustments will be made for
teams with more or less than 6 members. In addition, students will provide each other with ungraded qualitative feedback. Instructions will be provided in class.

7. Mid-Semester Take Home, Online Exam – 10 points  
Assigned Oct. 2; Due 11:59 PM Sunday, Oct. 6

This exam will test your familiarity and comprehension of material covered in the first six sessions of the course and your ability to apply it to common organizational situations. The exam will consist primarily of short answers. Full instructions on Oct. 2.

8. Final, Take Home Exam – 10 points  
Assigned Nov. 20; Due 11:59 PM Tuesday, Nov. 26

This exam will test your familiarity and comprehension of material covered in the first six sessions of the course and your ability to apply it to common organizational situations. The exam will consist primarily of short answers. Full instructions on Nov. 20.

9. Extra Credit Options – 5 points  
Explained Oct. 9, Due December 4

Students have the option of completing either of the extra credit options for up to 5 points. You cannot complete both options.

A. **Best Practices:** Identify a situation, either within your practicum or in a newspaper article that illustrates or relates to a concept in organizational behavior, management or leadership that is found in the list of Organizational Behavior Key Concepts & Distinctions. Explain the situation (or attach the news story). Explain how and why this illustrates or relates to the concept. Discuss and assess how the organization is acting in relation to the concept and whether it is or is not demonstrating best practices. Cite any relevant readings, literature or materials from the course. Full instructions on Feb. 26.

B. **Systems Dynamics:** Identify a dynamic organizational behavior problem within your practicum, work or another organization you know well. Briefly explain the problem, draw a reference mode, develop a boundary chart and draw a CLD using Vensim software. Full instructions on Oct. 9.

**IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES**

<table>
<thead>
<tr>
<th>Graded Assignments (with specific and clear titles)</th>
<th>Competencies</th>
<th>Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation: Answer questions, offer examples, debate issues, contribute to a positive class environment</td>
<td>C1, C4, C7, C8</td>
<td>Knowledge, skills, Cognitive &amp; affective processes</td>
</tr>
<tr>
<td>2nd Mini Assignment - Case analyses related to management and governance</td>
<td>C4, C7, C8, C9</td>
<td>Knowledge, Cognitive &amp; affective processes</td>
</tr>
<tr>
<td>Course Activities (with specific and clear descriptions)</td>
<td>Competencies</td>
<td>Dimensions Measured</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
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<td>---------------------</td>
</tr>
<tr>
<td>Opening &amp; Closing lectures and discussion on the relationship of management to social justice in Class Sessions 1 &amp; 15</td>
<td>C3</td>
<td>Values, Cognitive and affective processes</td>
</tr>
<tr>
<td>1st Mini Assignment - Ungraded - Draw a Causal Loop Diagram</td>
<td>C4</td>
<td>Skill</td>
</tr>
<tr>
<td>Self-assessments in session 9 and in-class discussion in class sessions 6, 8 &amp; 9</td>
<td>C1, C2</td>
<td>Cognitive and affective processes</td>
</tr>
<tr>
<td>Class discussion on diversity issues related to teams and leadership in class session 9 and 11</td>
<td>C2</td>
<td>Knowledge, values</td>
</tr>
<tr>
<td>Ethics case studies in class session 14</td>
<td>C1</td>
<td>Values, Cognitive and affective processes</td>
</tr>
<tr>
<td>Class content, assigned readings, cold calls and discussions on performance management cycles and strategic management in sessions 4, 8, 9 &amp; 12</td>
<td>C9</td>
<td>Knowledge</td>
</tr>
</tbody>
</table>

X. COURSE OUTLINE

The outline below lists required readings, video lectures, cases and self-assessments for each week.

Session 1, August 28 – Introduction
This session will review class organization, assignments, and expectations. We will begin to identify the relevance of understanding organizational behavior, evidence based management and systems thinking. Students will participate in an exercise.

No Readings

**Session 2, September 4 – How Context Shapes Organizational Behavior & Management**

Numerous, complex, interacting factors operate upon and within organizations and shape managerial behavior. This session will introduce the study of organizational behavior, the basic concepts and theories relevant to understanding organizations and managerial behavior. The Group Project will be explained and project teams will be formed. There will be a systems dynamics session.

Assigned reading:
- Group Project case & assignment (Handout)
- McShane, Chap. 13 – Designing Organizational Structures RESERVE
- McShane, Chap. 14 – Organizational Culture, pp. 396-408 only RESERVE
- Worth, Chap. 3 – Theories of the Nonprofit Sector and Nonprofit Organizations, pp 62-72 only RESERVE

Video Lecture:
- Watch online lecture: Organization and Managerial Behavior (available on Canvas)

Read and prepare to discuss:
- Case: Bridging Two Cultures (Handout)

**Session 3, September 11 – Organization Types & the Nonprofit Governing Board**

In this session we will learn to distinguish types of organizations and how type and context shape behavior. We will study the unique role of the governing board in a nonprofit organization. There will be a systems dynamics session. The first mini-assignment will be explained.

Assigned Reading:
- Worth, Chap. 2 - Overview of the Nonprofit Sector, pp. 27-32 only RESERVE
- Worth, Chap. 4 – Nonprofit Governing Boards RESERVE
- The Very Basics of Nonprofit Governance (Available on Canvas)
- Case – North City Youth Services – To Close or Not? (Available on Canvas)

Video Lectures:
- Watch online lecture: Organizational Types (available on Canvas)
- Watch online lecture: A Portrait of the Governing Board (available on Canvas)
Session 4, September 18 – Who Does What?

In this session we will distinguish between the roles of the Board, CEO and other managers. We will examine how leadership style impacts organizational performance. We will look at the relationship between the board and staff, especially the CEO. The 1st Mini Assignment will be collected.

Assigned Reading:
- Patti, Chap. 5 – What Human Service Managers Do and Why They Do It, pp 101-108 only RESERVE
- Worth, Chapter 5 – Executive Leadership, pp. 115- 118 only RESERVE

Video Lecture:
- Watch online lecture: Who Does What? (available on Canvas)

Read and prepare to discuss:
- Complete Who is Responsible? (Available on Canvas)
- Case – Who is Over-Reacting (Available on Canvas)

Session 5, September 25 – Organizational & Financial Management

This session will examine the performance management cycle as applied to finances and organizational activities and the design and use of metrics. We will discuss risk management and the incorporation of technology in management.

Assigned Reading:
- Worth, Chap. 6 – Ensuring Accountability and Measuring Performance RESERVE
- Worth, Chap. 12 – Financial Management RESERVE

Video Lecture:
- Watch online lecture: Performance & Financial Management (Available on Canvas)

Read and prepare to discuss:
- Case: Two Years to Extinction (Available on Canvas)

Session 6, October 2 – The Individual in the Organization

This session explores individual and organizational factors impacting employee motivation, engagement and performance. Students will reflect on personal considerations in taking a job and job fit. The Mid-Semester, Take Home, Online Exam will be assigned.

Assigned Reading:
- McShane, Chap. 4 – Workplace Emotions, Attitudes and Stress, pp. 101-113 only RESERVE
• McShane, Chap. 5 – Foundations of Employee Motivation pp. 144-148 only RESERVE

Video Lecture
• Watch online lecture: Organizational culture & climate (Available on Canvas)

Read and prepare to discuss:
• Case - A Window on Life (Handout and in McShane, p. 364-365)

Optional readings:
• McShane, Chap. 2 & 3 RESERVE

Session 7, October 9 – Workshop

During this session there will be a Systems Dynamics demonstration and practice exercises. We will review the use of systems models for diagnosis and intervention. There will be a segment on finding evidence related to organizational behavior and evidence-based interventions. There will be team time. The second Mini Assignment will be explained. The Extra Credit Options will be explained.

No Readings

Each team must schedule a one-hour check-in with the Teaching Assistant, no later than Wednesday, October 23.

Session 8, October 16 – Managing Staff & Volunteers

This session will examine the basics of job design and employee performance management which are similar for paid staff and volunteers. We will explore volunteer motivations and the use of volunteers. We will look at designing and managing a trauma informed organization. We will explore how workers can “manage up” to assist their managers and improve their own work experience. The 2nd Mini Assignment will be collected. The 3rd Mini Assignment will be explained. The first Class Participation grades will be posted.

Assigned Reading:
• Patti, Chap. 12 – Managing Human Resources Administrative Issues RESERVE
• Patti, Chap. 13 – Supervision, Development and Training for Staff and Volunteers RESERVE

Video Lecture:
• Watch online lecture – Managing Staff (Available on Canvas)

Read and prepare to discuss:
• Case - Thomas Green case (in Harvard Business Press course pack)
Session 9, October 23 – Working In & Managing Teams

In this session, we will examine working in and managing teams, and reflect on group project team progress to date. We will address the impact of diversity in team dynamics and examine office politics. The 3rd Mini Assignment will be collected.

Assigned Reading:
- McShane, Chap. 8 –Team Dynamics RESERVE

Video Lecture
- Watch online lecture: Teams & Group Dynamics (available on Canvas)

Read and prepare to discuss:
- Case -The Team That Wasn’t case (in Harvard Business Press course pack)
- Case – Is Jordan Playing Politics (Available on Canvas)

Take, score and prepare to discuss:
- Self-Assessment - What Team Roles Do You Prefer (Handout & in McShane, p. 250)
- Self Assessment – Team Player Inventory (Handout)

Session 10, October 30 – Fundraising & Communication

This session will cover two important topics: fundraising and the basics of communication. We will explore the application of social work knowledge and skills to fundraising and the risks when communication goes bad.

Assigned Reading:
- Worth, Chap. 13 – Philanthropic Fundraising RESERVE

Video Lecture:
- Watch online lecture: Communication (available on Canvas)

Read & Prepare to Discuss
- Case – The Susan G. Komen Foundation (in Worth pp. 299-300)

Session 11, November 6 – Leadership

This session will explore position-based and informal leadership behavior and how influence is acquired. We will examine student attitudes toward power and influence. We will discuss issues of diversity in leadership such as disparities in position-based leadership and challenges to women and people of color in leadership positions. There will be a guest speaker.
Assigned Reading:
- McShane, Chap. 10 – Power and Influence in the Workplace RESERVE
- Leadership at Brown Available on Canvas

Optional Readings for Session 11 on Discrimination & Barriers to Leadership (PDFs available on Canvas):

See also:
- Resources & Readings on discrimination and barriers to leadership for POC, women, LGBTQ & Others (Available on Canvas)

Session 12, November 13 – Strategy, Strategic Planning, Leadership & Management for Impact & Sustainability

This session will examine competitive organizational strategy and how organizational culture, leadership style, capacity, strategic planning, performance management and evaluation must be aligned for organizational impact and sustainability. We will explore the process of change management. The Group Projects are due.

Assigned Reading:
- Worth, Chap. 7 Developing Strategy and Building Capacity, pp. 182 - 196 only RESERVE

Video Lecture:
- Watch online lecture: Strategy, Strategic Planning, Management & Capacity for Impact & Sustainability (available on Available on Canvas)

Read and Prepare to Discuss:
- Case Allan & Steve (Available on Canvas)

Session 13, November 20 – Group Project Presentations & Integration

Team project presentations will be made. The Gateway case will be examined as the basis of course integration. The Final, Take Home Exam will be assigned.
No readings

**No Class November 27 for Thanksgiving**

**Session 14, December 4 – Ethics & Dilemmas**

This session will examine ethical and organizational dilemmas in management. The Extra Credit Options are due. The Team Project Team Process Assessment will be explained.

Assigned Reading:
- NASW Code of Ethics, Ethical Principles, pp. 5-6 (available on Canvas)

**Session 15, December 11 – Speakers, Take-Aways & Conclusion**

In this session we will hear from a leading St. Louis organizational CEO on their leadership and management style. We will also hear from recent Brown Management students on their experiences. We will identify key learnings from the course and the instructor will provide concluding remarks. The second Class Participation grade will be posted.

No Readings