I. COURSE DOMAIN AND BOUNDARIES

This course is about people management in the non-profit sector. Its aim is to help students build a repertoire of understandings and strategies for use in supervising and managing people who work in an organizational structure. The course will be organized around major tasks that supervisors face: work motivation, leading teams, evaluating performance, etc. It will also address laws guiding personnel management, and social justice issues as they pertain to employee supervision. Case studies and problems will be drawn from both the non- and for-profit sectors.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Competency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>C1</td>
</tr>
<tr>
<td>Engage diversity and difference in practice</td>
<td>C2</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice</td>
<td>C4</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations and communities</td>
<td>C6</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations and communities</td>
<td>C8</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations and communities</td>
<td>C9</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 sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb, Director of the Relationship and Sexual Violence Prevention Center, or Jen Durham Austin, Support Services Counselor. Both Kim Webb and Jen Durham Austin are confidential resources; however, requests for accommodations will be shared with the appropriate University administration and 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, jw kennedy@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

Required readings, cases, etc. 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.

REQUIRED case readings will be available for a fee from an online source. Instructions to access these will be provided in class. Some short pieces and assessments may be handed out in class and/or uploaded to Canvas.
Required Textbooks:


VI. ORGANIZATION OF COURSE

Classes will be conducted in an interactive mode, combining lectures, discussions, small group exercises, case studies, and debates.

VII. ROLE OF FACULTY AND STUDENT

The instructor will perform largely as a problem-setter and discussion facilitator, while presenting materials germane to syllabus topics. Students will be expected to attend all classes, arriving prepared and on-time. Students should notify the instructor in advance of an expected absence, and present a plan for how missed classwork might best be made up. With the exception of death in the immediate family, severe illness or injury, any student who is absent for four or more class sessions may have his/her final class participation grade (see below) reduced accordingly.

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 managing people.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Final Course Grading is As Follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study Analysis #1 (Indiv)</td>
<td>15</td>
<td>91 – 100 Points</td>
</tr>
<tr>
<td>Case Study Analysis #2 (Indiv)</td>
<td>15</td>
<td>A-</td>
</tr>
<tr>
<td>Case Study Analysis #3 (Indiv)</td>
<td>15</td>
<td>B+</td>
</tr>
<tr>
<td>Team Case Study Analysis &amp; Class Facilitation</td>
<td>30</td>
<td>B</td>
</tr>
<tr>
<td>Class Engagement &amp; Participation</td>
<td>25</td>
<td>B-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-</td>
</tr>
</tbody>
</table>
A detailed overview of and instructions for each of the 5 assignments above is included in the annexes to this document.

IX. MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>Competency/ies</th>
<th>Dimension/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Case Study Analyses</td>
<td>C1-C9</td>
<td>Knowledge, Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>(Numbers 1, 2 &amp; 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Case Study Analysis &amp; Class Facilitation</td>
<td>C4, C7, C8</td>
<td>Knowledge, Skills, Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>Class Engagement &amp; Participation</td>
<td>C1-C9</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE ACTIVITIES</th>
<th>Competency/ies</th>
<th>Dimension/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work and Strategic Human Resource Management Case studies</td>
<td>C1-C4, C6-C9</td>
<td>Knowledge, Skills, Cognitive Processes</td>
</tr>
<tr>
<td>Presentation on good and bad managers</td>
<td>C1-C4, C6-C9</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Group Team Building</td>
<td>C1-C4, C6-C9</td>
<td>Knowledge, Skills</td>
</tr>
</tbody>
</table>

X. COURSE OUTLINE

<table>
<thead>
<tr>
<th>WK</th>
<th>DATE</th>
<th>THEME</th>
<th>READINGS – Texts, Online &amp; Canvas PDFs</th>
</tr>
</thead>
</table>
| 1  | Aug 27 | Class organization, overview of assignments, professor’s approach to adult learning. Attributes of good and bad bosses: role and purpose of supervision; measuring supervisors’ value contribution; what employees want from bosses. | • Mai, Ch. 2  
• Case Study TBD |
| 2  | Sep 03 | Organizational Culture: developing an effective organizational culture. | • Pecora Ch. 2; Mai, Ch. 3-4  
• Case Study TBD |
<table>
<thead>
<tr>
<th>WK</th>
<th>DATE</th>
<th>THEME</th>
<th>READINGS – Texts &amp; Canvas</th>
</tr>
</thead>
</table>
| 3  | Sep 10| Laws guiding personnel management: federal employment laws: equal rights; disabilities; safety; discrimination. | • Pecora Ch. 3  
• Case Study TBD |
| 4  | Sep 17| Recruiting and hiring: position description and job analysis; competency models; screening and interviewing. | • Pecora Ch. 4 & 5  
• Case Study TBD |
| 5  | Sep 24| Setting direction: message development and delivery; creating shared vision. | • Mai, Ch. 6  
• Case Study TBD |
| 6  | Oct 01| Support and motivation: reinforcement; reward strategies; job loading and job enrichment. | • HBR–Herzberg; Mai, Ch. 5  
• Case Study TBD |
| 7  | Oct 08| Coaching employees: strategies for work satisfaction; cooperative learning; coaching and training; critical friends. | • HBR–Walker  
• Case Study TBD |
| *  | Oct 15| Fall Break / October 12-15, 2019                       |                                        |
| 8  | Oct 22| Performance measurement and evaluation: performance criteria and standards; types of appraisal systems; how to deal with performance problems. | • Pecora, Ch. 7 & 8  
• Case Study TBD |
| 9  | Oct 29| Leading and facilitating teams: types of teams; chartering teams; team facilitation tools; evaluating team work. | • Pecora, Ch. 6; HBR-Katzenbach and Smith  
• Case Study TBD |
| 10 | Nov 05| Managing up; connecting across: managing your boss; connecting people and functions; being a linking agent. | • Mai, Ch. 8; HBR-Gabarro and Kotter  
• Case Study TBD |
| 11 | Nov 12| Improving the organization: roles of managers, including critic, provocateur, learning advocate; after-action review. | • Mai, Ch. 9 & 11  
• Case Study TBD |
| 12 | Nov 19| Change management: keeping morale up; supporting risk-taking and innovation. | • Mai Ch. 12  
• Case Study TBD |
<table>
<thead>
<tr>
<th>WK</th>
<th>DATE</th>
<th>THEME</th>
<th>READINGS – Texts, Online &amp; Canvas PDFs</th>
</tr>
</thead>
</table>
| 13 | Nov 26 | **Employee involvement and shared leadership:** engaging employees; delegation; shared responsibility, shared leadership. | • HBR–Goleman; HBR-Fitzsimons  
• Case Study TBD |
| 14 | Dec 03 | **Collaboration:** managing as a partner, strategies for maximizing cooperative ventures. | • Mai et al., *Journal of Community Practice*, 13:2, “Learning through partnering,” 107-122 (Canvas PDF)  
• Case Study TBD |
| 15 | Dec 10 | **Review of key takeaways from the semester:** participatory evaluation of the course, professor's concluding remarks. | • TBD |
ANNEX #1

INDIVIDUAL CASE STUDY ANALYSES – NUMBERS 1, 2 & 3
15 POINTS FOR EACH ANALYSIS

Due dates will vary for each student! The written analysis should be submitted to the instructor, via Canvas, no later than 5pm the day before the case is to be discussed in class.

• Each student will complete an in-depth analysis of THREE (3) of the assigned case studies.

• Within certain parameters and instructions provided by the professor, students may select any 3 of the cases studied during the semester. (Parameters/instructions will be provided in class.)

• This analysis will include a written analysis submitted to the instructor for grading.

• The written analysis should comply with the following guidelines:
  ✓ 5 double-spaced pages – not including the title and reference pages
  ✓ Arial, 12-point font
  ✓ 1-inch margins
  ✓ Include the names of all group members of the title page
  ✓ For all other formatting use APA format

• The written analysis should follow the structure provided in Annex #4 to this syllabus.
ANNEX #2

TEAM CASE STUDY ANALYSIS & CLASS FACILITATION
30 POINTS

All group members receive the same grade.

Due dates will vary for each dyad or group. The written analysis should be submitted to the instructor, via Canvas, no later than 5pm the day before the group’s chosen case is to be discussed in class.

- Students will form dyads (groups of 2) and complete an in-depth analysis of one the assigned case studies. (There are 15 students in the class. We will have 6 dyads and 1 group of 3).

- This analysis will include a) a written analysis submitted to the instructor for grading and b) the facilitation of 60 minute in-class discussion of the case.

- Once dyads have been formed, we will use a lottery system to determine the order in which each group will choose the case it would like to analyze.

- The written analysis should comply with the following guidelines:
  
  ✓ 5 double-spaced pages – not including the title and reference pages
  ✓ Arial, 12-point font
  ✓ 1-inch margins
  ✓ Include the names of all group members of the title page
  ✓ For all other formatting use APA format

- The written analysis should follow the structure provided in Annex #4 to this syllabus.

- On the day the case study has been assigned, the group will lead the class in discussion of the case for 60 minutes during the 2nd or 3rd hour of the class meeting. Each group may structure this discussion as it sees fit. The emphasis here is on DISCUSSION… not presentation, not a power-point deck, not a lecture, etc!
ANNEX #3
CLASS ENGAGEMENT & PARTICIPATION
25 POINTS

NO WRITTEN REPORT OR CLASS PRESENTATION IS REQUIRED FOR THIS “ASSIGNMENT.” THE FOLLOWING IS A DESCRIPTION OF THE “CLASS ENGAGEMENT & PARTICIPATION” GRADE AND HOW POINTS WILL BE AWARDED.

Students are expected to actively participate in all discussions and learning activities during the class. This means that students are expected to share opinions, observations and perspectives; ask questions; answer questions; etc. This also means that students are expected to have completed all the readings prior to each class meeting so they may participate in class discussions and activities from an informed and knowledgeable perspectives.

Students should expect the professor to call on them individually to answer questions or provide their perspective on issues being discussed.

Active engagement and participation in class also means that students will not use technology in any way that is not directly related to class content and activities. This includes no texting, checking social media, online chatting, online shopping, etc.

In order to determine each student's assigned participation score – out of a possible 30 points – the professor will take the following, among other items, into consideration:

- The number of times a student comments in class.
- Are the student’s comments substantive? Does it show the student is thinking analytically and critically?
- Do the student’s comments show that he/she/they has completed the reading?
- Is the student focused during group work? …or is he/she/them observed or heard discussing issues not related to the assigned topic or group activity?
- The number of times a student is observed to be using technology that is not related to class activities.
- Class Attendance
- Timeliness – Does the student arrive to class on-time? Does the student return from break on-time?
### ANNEX #4

Format for Written Case Analysis

<table>
<thead>
<tr>
<th>Required Sections</th>
<th>Guidelines</th>
</tr>
</thead>
</table>
| I. Executive Summary            | • One to two paragraphs in length  
• On cover page of the report  
• Briefly identify the major problems facing the manager/key person  
• Summarize the recommended plan of action and include a brief justification of the recommended plan |
| II. Statement of the Problem    | • State the problems facing the manager/key person  
• Identify and link the symptoms and root causes of the problems  
• Differentiate short term from long term problems  
• Conclude with the decision facing the manager/key person |
| III. Causes of the Problem      | • Provide a detailed analysis of the problems identified in the Statement of the Problem  
• In the analysis, apply theories and models from the text and/or readings  
• Support conclusions and/or assumptions with specific references to the case and/or the readings |
| IV. Decision Criteria and Alternative Solutions | • Identify criteria against which you evaluate alternative solutions (i.e. time for implementation, tangible costs, acceptability to management)  
• Include two or three possible alternative solutions  
• Evaluate the pros and cons of each alternative against the criteria listed  
• Suggest additional pros/cons if appropriate |
### Format for Written Case Analysis – *Continued…*

<table>
<thead>
<tr>
<th>Required Sections</th>
<th>Guidelines</th>
</tr>
</thead>
</table>
| **V. Recommended Solution, Implementation & Justification** | • Identify who, what, when, and how in your recommended plan of action  
• Solution and implementation should address the problems and causes identified in the previous section  
• The recommended plan should include a contingency plan(s) to back up the ‘ideal’ course of action  
• Using models and theories, identify why you chose the recommended plan of action – why it’s the best and why it would work |
| **VI. External Sourcing**                      | • 5 external sources (in addition to class readings) should be referenced to back up your recommendations or to identify issues. This information would be ideally sourced in current journals, magazines and newspapers and should reflect current management thought or practice with respect to the issues identified. |
| **VII. Spelling Grammar and Presentation**    | **Your case analysis should:**  
• Include the 5 sections listed in the outline  
• Be double spaced and the pages should be numbered  
• Have 1-inch margins – top bottom left and right  
• Use 12-point font size  
• Be free of spelling errors  
• For other formatting, use APA writing/referencing guidelines  
• Present the executive summary on the first page of the assignment along with the names of all your group members, the name of the course and the due date |