I. COURSE DOMAIN AND BOUNDARIES

This one credit course is part of a multi-faceted strategy, implemented throughout the student journey, in order to inspire and equip Brown School students to exercise leadership in formal (position-based) and/or informal contexts. The course is required for all masters-level students during the second year of their program.

The course will provide a distinctive, evidence-based and theoretically-grounded model (known as Leadership at Brown) of leadership as influence to empower students to view themselves capable of exercising influence in formal (position-based) and informal leadership contexts. Students will begin to formally articulate their vision for impact, organizational and systemic change. Students will develop knowledge and beginning skills in influence strategies, stakeholder power analysis, message formulation and communication, and group facilitation. Students will develop greater self-awareness of personal attributes that support or deflect from effective leadership. Students will be encouraged to employ the course content and practice the skills in opportunities that emerge within their school and practicum experience.

II. COMPETENCIES ADDRESSED IN THIS COURSE

**MSW Competencies**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Level</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>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
</tr>
</tbody>
</table>

*Emphasized*  
*Reinforced*
MPH Competencies

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision-making

17. Apply negotiation and mediation skills to address organizational or community challenges

21. Perform effectively in interprofessional teams

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 2018

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. Students are required to provide a Verification of Individual Student Accommodation (VISA) letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The Director of Student Affairs can assist with coordination between the Disability Resource Center and the Brown School.

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.

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 Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

V.  READINGS & CLASS PREPARATION

There are a limited number of assigned readings, case studies and video lectures for this course. A core monograph, entitled Leadership at Brown, outlines the rationale for and the model of leadership being presented. Students will complete several ungraded self-assessments. Preparation for each class session is defined in the Course Outline below.

VI.  ORGANIZATION OF COURSE

The course will be conducted over 5 sessions. Class sessions will include lectures, videos, case studies, small group discussions, and skill development exercises. Lecture notes and PowerPoints will be posted on Canvas. In some segments of the class, students will be assigned to a small group and will have opportunities to facilitate the discussions and skill development exercises. In the final session, group members will provide each other feedback on strengths and areas for development. The instructor will also provide ungraded feedback to the students. There will be three graded assignments (see below). To promote student self-reflection, sharing and risk-taking, an atmosphere of confidentiality, respect and mutual support will be cultivated.

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 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.

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.

The instructor 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 are expected to use them only 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).

At the conclusion of the class, the instructor will provide individualized written feedback regarding the students’ performance in the following dimensions:
- Contribution to a productive class environment.
- Skill in working with people from different professional disciplines.
- Oral communication skills.
- Understanding of leadership concepts and principles outlined in Leading at Brown

VIII. ASSIGNMENTS AND GRADING CRITERIA

Grades are based on a maximum 100 points. Final course grading is as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-100 points</td>
<td>A</td>
</tr>
<tr>
<td>86-90 points</td>
<td>A-</td>
</tr>
<tr>
<td>82-85 points</td>
<td>B+</td>
</tr>
<tr>
<td>78-81 points</td>
<td>B</td>
</tr>
<tr>
<td>73-77 points</td>
<td>B-</td>
</tr>
<tr>
<td>69-72 points</td>
<td>C+</td>
</tr>
<tr>
<td>65-68 points</td>
<td>C</td>
</tr>
<tr>
<td>60-64 points</td>
<td>C-</td>
</tr>
</tbody>
</table>

1. **Classroom Participation - 30 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. It also enables students to try some of the behaviors and strategies discussed in the course. 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.

2. **Did I Lead Paper (20 points)**

The application of learning to real life situations and ongoing self-reflection regarding personal leadership behavior – both formal and informal - is an important aspect of the course. Based on the Leadership at Brown definition and model, students will prepare a short paper, no more than five double-spaced pages, reflecting on a moment or situation in the recent past, when the student either successfully exercised leadership, tried but failed to exercise leadership, or could have, but didn’t exercise leadership. Students will describe the situation, explain how their behavior reflects (or doesn’t) the concepts and principles outlined in Leadership at Brown and what they did or could have done to lead effectively. Explained October 7; due October 21.
3. **Case Analysis Paper (30 points)**

Students will analyze a case study describing a situation in which the student must exercise leadership to achieve a goal within an inter-professional context. Students will prepare a stakeholder analysis, power map and message framework and outline a leadership strategy that they could follow in order to achieve the desired goal. Explained November 4; due Friday, November 15 at 11:59 PM (please note the due date is after the last class session.)

4. **My Narrative, My Passion, My Vision, My Style (20 points)**

This assignment contains several parts. Students will prepare a reflective statement, of no more than four double-spaced pages, that explains your story, your passion, your vision for change, the impact you want to make as a leader and what success will mean for you and others. In a second section, students will define the leadership style they intend to cultivate. Students will reflect on how their leadership style relates to the concepts and principles outlined in Leadership at Brown. The paper will be graded by the instructor.

Students will also prepare and deliver a formal, brief (approximately 5 to 7 minutes) oral presentation of their narrative, passion and vision, to a small group of classmates, who will provide feedback on content and presentation. The presentation will not be graded by the instructor.

Explained October 28; due November 11.

5. **Extra Credit Options – (10 points for either. Choose only 1)**

A. **Did I Lead?**

Students may prepare a second Did I Lead paper focusing on a moment when they either successfully exercised informal leadership, tried but failed to exercise informal leadership, or could have, but didn’t exercise informal exercise leadership. Explained October 21; due November 11.

B. **A Leader’s Attributes & Style**

Students will find a short article or book chapter that describes the leadership attributes, style or behavior of an individual about whom they admire, dislike or are interested. They will prepare a short paper comparing the individual’s attributes, leadership style and/or behavior to the concepts covered in the course, and reflect on why they either like or dislike the individual’s style. Explained October 28; due November 11.
IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

MSW Competencies

<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</td>
<td>C1, C2, C4, C6, C7, C8</td>
<td>Knowledge, Values, Skills, Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>Did I Lead Paper</td>
<td>C1, C2, C4, C6, C7, C8, C9</td>
<td>Knowledge, skills, Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>Case Analysis Paper</td>
<td>C1, C2, C4, C6, C7, C8</td>
<td>Knowledge, Skills, Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>My Narrative, My Passion, My Vision, My Style Written Paper</td>
<td>C1, C2, C3, C4, C5</td>
<td>Values, Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>Extra Credit Option A – Did I Lead?</td>
<td>C1, C2, C4, C6, C7, C8, C9</td>
<td>Knowledge, Skills, Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>Extra Credit Option B – A Leader’s Attributes &amp; Style</td>
<td>C1, C2, C4, C7, C9</td>
<td>Knowledge, Cognitive &amp; Affective Processes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Activities (with specific and clear descriptions)</th>
<th>Competencies</th>
<th>Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion of good vs bad leadership in Class session 1</td>
<td>C1, C2, C3</td>
<td>Knowledge, Values, Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>Discussion of attitudes toward power in Class Session 2</td>
<td>C1, C2, C3, C4, C5</td>
<td>Knowledge, Values, Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>Facilitation of small group, case discussions and skill development exercises</td>
<td>C1, C2, C4, C6, C8</td>
<td>Knowledge, Skills, Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>Reflection on assigned self-assessments in Sessions 2, 3, &amp; 5</td>
<td>C1, C2, C3</td>
<td>Knowledge, Values</td>
</tr>
<tr>
<td>My Narrative, My Passion, My Vision, My Style oral presentation in Session 5</td>
<td>C1, C2, C3, C4, C5, C6</td>
<td>Knowledge, Skills, Values, Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>Peer feedback in Session 5</td>
<td>C1, C2, C3, C4, C6, C7, C8, C9</td>
<td>Knowledge, Skills, Values, Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>Discussion of diversity &amp; inclusion issues in Session 5</td>
<td>C1, C2, C3, C4, C5</td>
<td>Knowledge, Values, Cognitive &amp; Affective Processes</td>
</tr>
</tbody>
</table>

MPH Competencies

Course activities will address the competencies with the following specific learning objectives.

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision-making
• Students will learn to differentiate the functions of governance, leadership and management, understand their interdependence, and identify the sources of power and tactics of influence that undergird each.

• Students will acquire a theoretically based definition of leadership, learn and apply key behaviors and leadership styles associated with effective leadership and followership.

• Students will begin to craft and refine a personal vision and values to guide their leadership efforts.

• Students will acquire deeper self-knowledge of personal attributes that can enhance or detract from their leadership effectiveness.

• Students will acquire perspectives on key ethical issues in exercising leadership.

• Students will learn group facilitation and meeting management principles including the use of various decision-making models and techniques for achieving consensus and resolving conflict.

17. Apply negotiation and mediation skills to address organizational or community challenges

• Students will develop skills in stakeholder power analysis and communication, consensus building and conflict resolution skills needed to resolve differences.

• Students will learn group facilitation and meeting management principles including the use of various decision-making models and techniques for achieving consensus and resolving conflict.

21. Perform effectively on interprofessional teams.

• Students will acquire a deeper understanding of the leadership skills necessary for working in interdisciplinary teams.

• Students will develop skills in interprofessional problem solving (maintain mutual respect, adhere to shared values and goals, and effectively communicate) while addressing a public health challenge.

X. COURSE OUTLINE

Session 1 – October 7 – What is Leadership and What Isn’t?

In this session, we will introduce the rationale for the course and study the Brown School definition and model of leadership. We will distinguish leadership, both position-based and informal, from management and explore the job of leadership. We will examine the meaning of followership. We will examine issues of diversity in leadership. We will consider what should be distinguish leadership in social work, public health and social policy. We will explore how the knowledge and skills contained in the course can be used to enhance students’ experience while at Brown and subsequently in their professional careers and personal lives. The Did I Lead paper will be assigned.

Assigned reading:
• Leadership at Brown (Available on Canvas).

Session 2 – October 21 -- Power and the Exercise of Influence

In this session we will explore our attitudes to power, the sources of power, and various influence tactics that can be applied. We will develop skill in identifying power dynamics and mapping stakeholder influence, interests and alliances in order to develop strategies for change from within or without positions of authority. The Did I Lead paper is due. The Extra Credit Options will be explained.

Assigned reading:


Read and prepare to discuss:

• Case – Mapping a Major Strategic Challenge at United Way of Greater St. Louis (Available on Canvas)

Video Lecture:

• Watch online lecture Power & Influence (Available on Canvas)

Take, score and prepare to discuss:


Session 3 – October 28 -- Personal Attributes and Behaviors of Effective Leaders

In this session we will draw on theory and empirical evidence to identify personal and personality attributes, behaviors and leadership styles that are effective in varied situational contexts. We will explore the role of effective communication and develop skill in message construction and message mapping. The My Narrative, My Passion, My Vision, My Style assignment will be explained.

Assigned reading:


Optional reading

- Watch Shackleton’s Antarctic Adventure Parts 1, 2, 3 on Servant Leadership
  - [https://www.youtube.com/watch?v=R55nyP07Ai8](https://www.youtube.com/watch?v=R55nyP07Ai8)
  - [https://www.youtube.com/watch?v=IhuVDH9s-H0](https://www.youtube.com/watch?v=IhuVDH9s-H0)
  - [https://www.youtube.com/watch?v=zDnGENgiF9k](https://www.youtube.com/watch?v=zDnGENgiF9k)

Video lecture:

- Watch online lecture Personal Attributes & Behaviors of Effective Leaders (Available on Canvas)

Complete & prepare to discuss:

- Take, score and prepare to discuss: Political Skills Inventory – Ferris et al (Available on Canvas).

Optional:

- Complete free Big Five Personality Test. Available at [https://www.outofservice.com/bigfive/](https://www.outofservice.com/bigfive/) (Note: there are several free versions of this test online).

**Session 4 – November 4 – Teams, Meetings, Decision-Making & Conflict Management**

In this session we will explore the task of leading and facilitating work groups, teams and meetings and explore effective decision-making and conflict management techniques. The Case Analysis Paper will be assigned.

Assigned reading:

Video Lecture

- Watch online lecture Leading in Adaptive Problems (Available on Canvas)

Read and prepare to discuss:

- Case – Conflict management: before, during & after (Available on Canvas)

Complete & prepare to discuss:

- Self-Assessment – Team Roles Preferences Scale (Available on Canvas)

Session 5 – November 11 – Presentations, Feedback, Issues & Ethics

In this session students will present their My Narrative, My Passion, My Vision oral statements (the written paper will be turned in) and receive peer feedback. We will discuss issues related to leading for an ethical, equitable and inclusive world. The course will conclude with an exploration of take aways. The Extra Credit Option is due. The Case Analysis Paper is due Friday, November 15 at 11:59 PM. Please note that the due date is after the class session.

Assigned reading:

- Chin, J. L. (2010). Introduction to the special issue on diversity and leadership. American Psychologist 65(3), 150-156. (Digital link 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)