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 ADDRESSGED IN THIS COURSE

| Demonstrate Ethical and Professional Behavior | C1 | 3 |
| Engage diversity and difference in practice. | C2 | 3 |
| Advance human rights and social and economic and environmental justice. | C3 | 3 |
| Engage in practice-informed research and research-informed practice. | C4 | 2 |
| Engage in policy practice | C5 | N/A |
| Engage with individuals, families, groups, organizations, and communities | C6 | 2 |
| Assess individuals, families, groups, organizations, and communities | C7 | 2 |
| Intervene with individuals, families, groups, organizations, and communities | C8 | 2 |
| Evaluate individuals, families, groups, organizations, and communities | C9 | 3 |

III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity**: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

*Student Handbook 2017-2018*

**Accommodations**: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The *Disability Resource Center*, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

**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 *English Language Program* (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. 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 which
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 include such activities as 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 will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The 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 points, a loss of the privilege of computer 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 (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; 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, jwkennedy@wustl.edu, or by visiting the Title IX office in Umph 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) 935-8761 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 shs.wustl.edu/MentalHealth

**Additional Issues or Concerns:** If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore 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 & 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 – the majority from McShane and Worth - 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.

- **Worth, Michael J. (2017).** *Nonprofit Management (Fourth 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.
• 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. All three are available at the University Bookstore. All three texts are recommended for purchase. Previous editions of the McShane & Von Glinow and Worth texts are substantially the same as current editions. If you purchase previous editions, make sure that you are reading the required material. The Worth text is a good long-term investment.

VI. ORGANIZATION OF COURSE

The course will be conducted over 15 sessions in an interactive mode combining mini-lectures, discussions, exercises, small group discussions, case studies, videos and personal assessments. 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 Blackboard. 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 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 self-assessments, and discuss how they may approach certain organizational realities.
Both 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.

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 a maximum 100 points. 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 35
Group Project, group process assessment 5
Take Home, Mid-Semester Online Exam 10
In-Class Online Final Exam 15
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 7. 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 Jan. 30; Due Feb. 6
   Based on a short case, students will draw a causal loop diagram, illustrating the dynamic structure of the case example. Full information provided on Jan. 30.

3. 2nd Mini Assignment – Draw a Causal Look Diagram - 5 points.
   Assigned Feb. 13; Due Feb. 20
   Based on a short case, students will draw a causal loop diagram, illustrating the dynamic structure of the case example. Full information provided on February 13.

4. 3rd Mini Assignment – Prepare a job description - 10 points
   Assigned Mar. 20; Due Mar. 27
   Students will prepare a formal job description based on information provided in class. Full information provided on Mar. 20.

5. Team Project – 35 points
   Assigned Jan. 23; written paper due April 10; oral presentation, April 17
   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 Jan. 23.

6. Team Process Assessment – 5 points
   Assigned Jan. 23; Due 11:59 PM, Friday, May 4
   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 20 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. Instructions will be provided in class.

7. Take Home, Mid-Semester, Online Exam – 10 points
   Assigned Feb. 27; Due 11:59 PM Friday, Mar. 2
This exam will test your familiarity and comprehension of material covered in the first eight 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 Feb. 27.

8. **Final In-Class Exam – 15 points**
   **April 24**

   In the first class, students will be given a list of Key Concepts & Distinctions that are central to the course. In readings, class and video lectures, these will be explained and regularly referred to, throughout the course. The final exam will test students’ familiarity, comprehension and ability to use and apply them to common management and leadership activities and problems. Full instructions on April 17.

9. **Extra Credit Options – 5 points**
   **Explained Feb. 20, Due April 3**

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

   A. 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. 20.

   B. 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 Feb. 20.

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>3rd Mini Assignment - Prepare a job description</td>
<td>C4</td>
<td>Skills</td>
</tr>
<tr>
<td>Team Project - Recommend evidence-based interventions for a complex case</td>
<td>C4, C7, C8</td>
<td>Knowledge, skills, Cognitive &amp; affective processes</td>
</tr>
</tbody>
</table>
Team process assessment | C1, C6, C7 | Skills, Cognitive and Affective Processes
---|---|---
Mid-semester take home exam | C4, C7, C8 | Knowledge, Cognitive & affective processes
Final in-class exam | C4, C7, C8 | Knowledge, Cognitive & affective processes
Extra Credit Option A | C4, C7 | Knowledge, Cognitive & affective processes
Extra Credit Option B | C4, C7 | Knowledge, Skills

**Course Activities (with specific and clear descriptions)** | **Competencies** | **Dimensions Measured**
---|---|---
Opening & Closing lectures and discussion on the relationship of management to social justice in Class Sessions 1 & 15 | C3 | Values, Cognitive and affective processes
1st Mini Assignment - Ungraded - Draw a Causal Loop Diagram | C4 | Skill
Self-assessments and in-class discussion in class sessions 7 & 8 | C1, C2 | Cognitive and affective processes
Class discussion on diversity issues related to leadership in class session 11 | C2 | Knowledge, values
Ethics case studies in class session 15 | C1 | Values, Cognitive and affective processes
Class content, assigned readings, cold calls and discussions on performance management cycles and strategic management in sessions 4 & 12 | C9 | Knowledge

**X. COURSE OUTLINE**

The outline below lists all required readings, cases and self-assessments for each week. Most readings are included in one of the three texts:


**Session 1, January 16 – 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, January 23 – The Organization**

Numerous, complex, interacting factors operate upon and within organizations. This session will introduce the study of organizational behavior, and the basic concepts relevant to understanding organizations. Team 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
- McShane, Chap. 14 – Organizational Culture

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

**Session 3, January 30 – Organization Types & the Governing Board**

In this session we will learn to distinguish types of organizations and the unique role of the governing board in a nonprofit organization. We will review key theories. 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. 26-42 only
- Worth, Chap. 3 – Theories of the Nonprofit Sector and Nonprofit Organizations, pp 58-67 only
- Watch online lecture: Organizational Types (available on Blackboard)
- Watch online lecture: The Governing Board (available on Blackboard)

Read and prepare to discuss:
- Case – North City Youth Services – To Close or Not? (Handout)

**Session 4, February 6 – What Do CEOs & Managers Do?**

In this session we will distinguish between the role of the 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
- Worth, Chap. 4 – Nonprofit Governing Boards, pp. 87-101 only.
- Worth, Chapter 5 – Executive Leadership, pp. 107-110 only
- Watch online lecture: What Do CEOs and Managers Do? (available on Blackboard)
- Watch online lecture: Adaptive vs Technical problems (available on Blackboard)

Read and prepare to discuss:
- Case – Who is Over-Reacting (Handout)

Session 5, February 13 – Organizational Performance Management

This session will examine the organizational performance cycle and the design and use of metrics. There will be a system dynamics session. The second mini-assignment will be explained.

Assigned Reading:
- Worth, Chap. 6 – Ensuring Accountability and Measuring Performance

Session 6, February 20 – Financial & Risk Management

In this session we will examine financial and risk management responsibilities. The second mini-assignment will be due. The extra credit options will be explained.

Assigned Reading
- Worth, Chap. 12 – Financial Management
- Watch online lecture: Financial Management (available on Blackboard)
- Watch online lecture Revenue (available on Blackboard)

Read and prepare to discuss:
- Case: Two Years to Extinction (handout)

Session 7, February 27 – 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 Take Home Midterm will be assigned. The first class participation scores will be posted following this class.
Assigned Reading:
- McShane, Chap. 4 – Workplace Emotions, Attitudes and Stress, pp. 101-113 only
- McShane, Chap. 5 – Foundations of Employee Motivation pp. 144-148 only
- Watch online lecture – Organizational culture & climate

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

Take, score and prepare to discuss:
- Self Assessment - Are You In Touch With Your Emotions (Handout)
- Self Assessment – Need-Strength Questionnaire (Handout)
- Self Assessment - Measuring Your Equity Sensitivity (Handout)
- Self Assessment - Individualism – Collectivism

Optional readings:
- McShane, Chap. 2 & 3

Each team must schedule a one-hour check-in with the Teaching Assistant, no later than Tuesday, March 20.

Session 8, March 6 – Working In & Managing Teams / Problem Solving

In this session, we will examine working in and managing teams, and reflect on group project team progress to date. We will review the use of systems models for diagnosis and intervention, review the use of evidence and discuss questions and challenges related to the group project.

Assigned Reading:
- McShane, Chap. 8 –Team Dynamics
- Watch online lecture: Teams & Group Dynamics (available on Blackboard)

Read and prepare to discuss:
- Case -The Team That Wasn’t case (in Harvard Business Press course pack)

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

Spring Break – No Class March 13
Session 9, March 20 – Managing Staff
This session will examine the basics of employee performance management which are similar for paid staff and volunteers. We will explore how workers can “supervise up” to assist their managers and improve their own work experience. The 3rd Mini Assignment will be explained.

Assigned Reading:
- McShane, Chap. 6 – Applied Performance Practices
- Patti, Chap. 12 – Managing Human Resources Administrative Issues, pp. 267-277 only
- Patti, Chap. 13 – Supervision, Development and Training for Staff and Volunteers

Read and prepare to discuss:
- Case - Thomas Green case (in Harvard Business Press course pack)
- Case - Getta Grant (in Worth, p. 254)

Session 10, March 27 – Volunteers, Fundraising & Communication

This session will cover three important topics: managing volunteers, fundraising and the basics of communication. The 3rd Mini Assignment is due.

Assigned reading:
- Worth, Chap. 9 – Managing Staff and Service Volunteers pp. 238-253 only.
- Worth, Chap. 13 – Philanthropic Fundraising
- Case - Bob the Builder (in Worth, p. 255)
- Case – The Susan G. Komen Foundation (in Worth pp. 281-282)
- Watch online lecture Communication (available on Blackboard)

Session 11, April 3 – 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. We will discuss strategy and change management. The Extra Credit Options are due.

Assigned reading:
- McShane, Chap. 10 – Power and Influence in the Workplace
- Watch online lecture: Leadership (Available on Blackboard)
- Watch online lecture: Strategy (Available on Blackboard)

Optional Readings:
Session 12, April 10 – Strategic Planning, Leadership & Management for Impact & Sustainability

This session will examine how organizational culture, leadership style, capacity, strategic planning, performance management and evaluation must be aligned for organizational impact and sustainability. A systems model will be demonstrated. The Group Projects are due.

 Assigned Reading:
- Worth, Chap. 7 Developing Strategy and Building Capacity, pp. 171-185 only
- Watch online lecture: Strategic Planning, Management & Capacity for Impact & Sustainability (available on Blackboard)

Read and prepare to discuss
- Case - The Aravind Eye Hospital, Madurai, India: In Service for Sight (In Harvard course pack)
- Case Allan & Steve (in Handouts)

Session 13, April 17 – Project Presentations & Integration

Team project presentations will be made. The Gateway case will be examined as the basis of course integration. Instructions for the final exam will be provided.

No readings

Session 14, April 24 – Exam / Speaker

The first portion of this session will be an in-class online exam. During the second half of the class we will interview a successful human service agency executive.

No Readings
Session 15, May 1 – Review, Ethics & Conclusion

The results of the Final Exam will be reviewed. Final take-aways will be discussed. The course will conclude with a discussion of ethical dilemmas in management. The second class participation grade will be posted. Team Process Scores are due.

Assigned reading: