I. COURSE DOMAIN AND BOUNDARIES

This leadership and management practice course is designed as an integrative experience for qualified MSW Management Specialization students and others with permission of the instructor. Working as a consulting team with group and individual assignments, students will perform a broad and detailed leadership, management and organizational assessment of a local St. Louis human service organization; and present any recommendations for change or improvement derived from its analysis through a written report and oral presentation to the client’s governing board. Students will work under the direction of the instructor, who will provide class content, readings and materials relevant to the task.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Demonstrate Ethical and Professional Behavior</th>
<th>C1</th>
<th>Reinforced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>C5</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
<td>Emphasized</td>
</tr>
</tbody>
</table>
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 Umrath 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](http://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](http://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 & RESOURCES

There are a limited number of assigned readings for this course. Required readings and video lectures are defined in the Course Outline below. Additionally, students will be expected to conduct self-directed reading in their Primary Assignment area. A listing of core and other resources will be posted in Blackboard to assist in locating useful material.

VI. ORGANIZATION OF COURSE

The course will be conducted over 15 sessions. Reading and lectures will be limited. Any lecture notes or powerpoints will be posted on Blackboard. Two sessions will be conducted at the client’s facility. Students will undertake individual and team assignments as part of the consulting engagement. The majority of class time will be spent on individual and group work related to the consulting engagement. Students will also be expected to devote considerable out of class time to research, data gathering, analysis, writing and presentation preparation, including time at the client’s facility. There are no assigned papers or exams. There will be assigned work products with specific due dates throughout the course.

A central component of this course is the development of team skills – on both the task and group maintenance levels. Part of the grading will be instructor and peer evaluations of the student’s performance on both dimensions. Students are encouraged to invest thought and time to the use of best practices in team formation and inclusive team work that leverages the diverse knowledge and skills of the group. The consulting team must make its assessments and recommendations based on the agreement of the group. While probing questions, disagreements and debate are encouraged – and are the essence of effective teams - they need to be handled in a respectful, dignified manner.

VII. ROLE OF INSTRUCTOR AND STUDENT

The instructor will be responsible for organizing the course in a progressive and understandable manner, recruiting the client organization, negotiating the terms of the engagement and addressing unforeseen problems. He will also be responsible for communicating essential information, and arranging speakers. The instructor will post supplementary materials of interest in Blackboard. The instructor will draw heavily on his professional experience and encourage the students to 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 instructor will serve as Project Director for the consulting engagement. He will make individual and group assignments and will have final say on any and all reports and recommendations issued by the consulting team.

The students will be responsible for attending all classes and arriving prepared and on-time, having read all required readings, prepared for class discussion and completed all Work Product assignments on time.

Students will comprise the consulting team and will be given individual and group assignments. Students are responsible for scheduling their own out of class time, including time at the client organization, as needed.

Students are expected to notify the instructor in advance of an expected absence. The student’s active participation in class discussion and project work is required. Students will be assessed on their task and process contributions to the work of the consulting team.

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</td>
<td>A</td>
</tr>
<tr>
<td>86-90</td>
<td>A-</td>
</tr>
<tr>
<td>82-85</td>
<td>B+</td>
</tr>
<tr>
<td>78-81</td>
<td>B</td>
</tr>
<tr>
<td>73-77</td>
<td>B-</td>
</tr>
<tr>
<td>69-72</td>
<td>C+</td>
</tr>
<tr>
<td>65-68</td>
<td>C</td>
</tr>
<tr>
<td>60-64</td>
<td>C-</td>
</tr>
</tbody>
</table>

1. Final Report of Consulting Team (40 points)

The final report will be evaluated on the quality of the team’s assessment, recommendations, written report and verbal presentation. Grading will reflect:

- Quality and completeness of assessment; demonstrated application of theory, evidence and accepted best practices to the analysis; quality, sophistication and utility of specific recommendations.
- Clarity, completeness and presentation of the written report.
- Clarity, completeness and presentation of the oral report.
- Ability of the team to answer questions from the client’s Board of Directors

2. Work Product 3 – Primary Assignment Topical Briefing (10 points)

The student (or student pair) will prepare and conduct a one hour briefing and discussion related to their Primary Assignment. Content will include an overview of the topic area, including
relevant theoretical or conceptual models, identifying key best practices, a preliminary assessment of how the client is performing against best practices, planned areas for data gathering, and any preliminary thoughts related to possible interventions. Grading will reflect understanding of the topic and clarity of thinking. When paired, both students will receive the same grade.

3. **Work Product 6 – Primary Assignment Report & Recommendations (15 points)**

The student (or student pair) will prepare a written summary report and specific recommendations for their Primary Assignment. Grading will reflect quality and completeness of assessment; demonstrated application of theory, evidence and accepted best practices to the analysis; and quality, sophistication and utility of specific recommendations as well as writing quality. When paired, both students will receive the same grade.

4. **Instructor’s Assessment of Student Contributions to Team (15 points)**

The instructor will assess the quality of student’s contributions to team task and process, as well as overall course participation. Among factors considered are:

- Attends, is prepared, pays attention and is fully engaged in each class session or meeting.
- Contributes to a positive, safe and enjoyable learning environment.
- Participates fully and responsibly in the client engagement.
- Offers thoughtful, insightful and relevant opinions, observations, and examples.
- Asks thoughtful, probing and relevant questions.

5. **Peer Assessment of Student Contributions to Team (20 points)**

Students will rate each other (including themselves) on the quality of their participation and contributions to the project. Each member will distribute points among all the group members, including themselves. The students’ scores will be calculated as the average of the ratings. Each member of the team may receive up to 10 points on both the quality of his / her contributions related to task / process and the quality of his / her contributions related to group maintenance.

6. **Extra Credit Assignments (up to 10 points for each role)**

There are three team roles that are **required to be fulfilled** and qualify for extra credit. Students may request one of the roles and/or may share a role (and points) if desired. The instructor will award reports based on performance.

- **Project manager** (Responsible for managing schedule, documents, logistics)
- **Writer / editor** – 2 required (Responsible for editing and collating individual topic reports and drafting any team sections of the written report)
- **Presentation manager** (Responsible for scripting the verbal presentation, assigning roles and preparing the powerpoint)
7. **Work Product Assignments (no grading for #1, 2, 4, 5)**

Throughout the semester, students will be expected to prepare and deliver a series of work products necessary to the progress of the engagement. Two of these are graded (see above). The others will not be graded individually, but will factor into the Instructor’s Assessment. An initial schedule (subject to change) of the work products follows:

1. Assigned January 24. Due January 28 via e-mail to the instructor. Based on the Briefing Book and site visit, each student or team will develop their First Draft of Areas and Questions for Investigation and Data Collection Methods.
2. Assigned January 31. Due February 4 via e-mail to the team. Submit Proposed Areas and Questions for Investigation and Data Collection Methods.
3. Assigned January 31. Due via e-mail to the instructor on a rolling schedule. (see above).
4. Assigned March 7. Due via e-mail to the team March 18. Individual first draft assessment of organization’s compliance with the United Way Quality Standards (Management Audit Tool) and SWOT analysis.
5. Assigned March 7. Due on a rolling basis by e-mail to the entire team. First draft of Primary Assignment Report and Recommendations.
6. Assigned April 4. Due April 8 by e-mail to the entire team. (see above)

**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>Final Report of Consulting Team</td>
<td>C4, C5, C6, C7, C8, C9</td>
<td>Knowledge, skills, Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>Work Product 3 – Primary Assignment Topical Briefing</td>
<td>C4, C6, C7, C8, C9</td>
<td>Knowledge, Skills, Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>Work Product 6 – Primary Assignment Report &amp; Recommendations</td>
<td>C4, C6, C7, C8, C9</td>
<td>Knowledge, Skills, Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>Instructor’s Assessment of Student Contributions</td>
<td>C1, C2, C4, C6, C7, C8, C9</td>
<td>Knowledge, skills, Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>Peer Assessment of Student Contributions</td>
<td>C1, C2, C4, C6, C7, C8, C9</td>
<td>Knowledge, Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Extra Credit Assignments</td>
<td>C1, C2, C6, C8</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>Class Session 1 exploring purpose and scope of project, impact on client agency, and examining professional individual and team practice</td>
<td>C1, C2, C3</td>
<td>Knowledge, Values, Cognitive &amp; Affective Processes</td>
</tr>
</tbody>
</table>
Class Session 2 at client with interview and questions to CEO  | C1, C4, C6 | Knowledge, Skills, Cognitive & Affective Processes
Class Session 14 Presentation of report and recommendations to client  | C1, C2, C4, C6 | Knowledge, Skills, Cognitive & Affective Processes
Class Session 15 Debrief, feedback and reflections  | C1, C2, C3, C6 | Knowledge, Values, Cognitive & Affective Processes

X. COURSE OUTLINE

Session 1, January 17, 2018

In this session we will review purpose and plan of the consulting engagement and course, learn our individual and group assignments and engage in processes to form our consulting team. The content component will examine the consulting process and team formation.

Assigned readings

- Bradach, Jeffrey (1996). *Organizational alignment: The 7-S model*. Boston: Harvard. This article is only available from Harvard Business Press for purchase ($4.25). Use this link to access the course pack. [http://cb.hbsp.harvard.edu/cbmp/access/72250496](http://cb.hbsp.harvard.edu/cbmp/access/72250496). If you do not already have an HBR student account, you will be prompted to create one.
- KPMG (nd). *Creating an optimized organization*. Available for download at [https://www.kpmg.de/docs/India_OptimizedOrganisation.pdf](https://www.kpmg.de/docs/India_OptimizedOrganisation.pdf)
  - Measuring Performance, pp. 147-163 only
  - Building Organizational Capacity, pp. 186-194 only

Session 2, January 24, 2018

In this session, we will visit the organization, tour its facilities and have an in-depth briefing followed by a question and answer period with its President & CEO and other key leaders. Work Product # 1 will be assigned.

Assigned Readings:

- Management Audit Tool (Standards of Excellence) (Distributed in class)
- NCADA Briefing Book (Distributed in class & documents on Blackboard)
Session 3, January 31, 2018

In this session, team members will receive feedback on Work Product # 1. In this session the instructor will present conceptual / theoretical frameworks that can help the team assess the client’s management. The Team will begin defining “Big Questions.” Work Product # 1 is due. Work Products # 2 and # 3 will be assigned.

Assigned Readings:


Session 4, February 7, 2018

In this session, we will review the results of the Organizational Capacity Assessment Tool (OCAT), and discuss Work Product # 2 results. We will continue defining Big Questions.

Assigned readings:

- Report of Organizational Capacity Assessment Tool (OCAT) (distributed to class in advance of session).

Session 5, February 14, 2018

In this session we will conduct the first two Topical Briefings (Work Product # 3)

- 5:30 – 6:30 – Strategy & External Relations
- 6:30 - 7:30 – Governance & Volunteers
- 7:30 – 8:30 – Group work time

No assigned readings

Session 6, February 21, 2018

In this session we will conduct the third and fourth Topical Briefings (Work Product # 3)

- 5:30 – 6:30 – Performance Management
- 6:30 - 7:30 – Fundraising, Branding, Marketing & Public Relations
- 7:30 – 8:30 – Group work time
Assigned readings:

- Report of Board Self-Assessment Questionaire (distributed to class in advance of session).

Session 7, February 28, 2018

In this session we will conduct the fifth and sixth Topical Briefings (Work Product # 3)
5:30 – 6:30 – Financial Management
6:30 - 7:30 – Employee engagement, culture & climate, human resource management
7:30 – 8:30 – Group work time

Assigned Readings:

- Report of Organizational Climate Measure (OCM) (distributed to class in advance of session)

Session 8, March 7, 2018

In this session, the team will again meet with the CEO to obtain additional information. The balance of the session will be for team work. Work Products # 4 and #5 will be assigned.

No assigned readings

Spring Break – No class March 14

Session 9, March 21, 2018

In this session we will work on the Management Audit and SWOT analysis.

Session 10, March 28, 2018

In this session we will conduct the first three Section Reviews (based on Work Product # 5). Each member will review their draft assessment and recommendations. The group will provide feedback. Work Product # 6 will be assigned.

- 5:30 – 6:30 - Strategy & External Relations
- 6:30 - 7:30 – Governance & Volunteers
- 7:30 – 8:30 – Financial Management

Assigned reading:

- Three Draft Reports for Specific Assignments
Session 11, April 4, 2018

In this session we will conduct the second three Section Reviews (based on Work Product # 5). Each member will review their draft assessment and recommendations. The group will provide feedback. Work Product # 6 will be assigned.

- 5:30 – 6:30 – Performance Management
- 6:30 - 7:30 – Employee engagement, culture & climate, human resource management
- 7:30 – 8:30 – Fundraising, Branding, Marketing & Public Relations

Assigned reading:

- Three Draft Reports for Specific Assignments

Session 12, April 11, 2018

This will be a working session to finalize recommendations, individual reports and begin drafting the final report. Each team member will have submitted their second and final draft of individual topic recommendations and narrative reports. These will be reviewed by the team and either accepted, edited and accepted or potentially rejected by the team as a whole. The final structure of the report and presentation will be defined and writing / presentation work will begin.

Assigned readings:

- Six Final Reports for Specific Assignments

Session 13, April 18 or April 25

On January 16, the group will decide whether to take one week off, to allow for final writing, editing and preparation.

This will be a working session. The final report and presentation will be reviewed. Final edits will be made. Team members will rehearse their presentation, and prepare to answer possible questions.

Assigned reading:

- Final Report

Session 14, TBD

Team presentation to the Board of Directors at NCADA.

No assigned readings
Session 15, TBD

This session will include debriefing the presentation and reaction from the Board of Directors, identifying take-aways and lessons learned from the course and evaluating the team process.

No assigned readings