

BRANDEIS UNIVERSITY
THE HELLER SCHOOL FOR SOCIAL POLICY AND MANAGEMENT

HS295b
MBA Capstone and Team Consulting Project Field Study
Summer 2007

Professor Susan Curnan
Professor Larry Bailis
curnan@brandeis.edu
bailis@brandeis.edu

Wednesday 2-5:00 except as noted
Location: TBD

Course Description: The MBA Capstone and TCP Field Study course is a field- and classroom-based experience in critical analysis and skill building designed as a culminating experience in which students are expected to integrate all dimensions of the MBA curriculum. At the conclusion of the course, students will have applied and demonstrated working knowledge, techniques and practices learned in strategy, organizational behavior, leadership, human resources, operations, marketing, and finance. The cornerstone for the coursework is the Team Consulting Project, a three month project in which groups of three to five students work with local nonprofit agencies to address pressing management challenges. The Capstone and TCP Field Study are seen as a transition point for the students – from education to professional practice. This course creates the space to study, integrate, apply, reflect on and demonstrate mastery in the multiple functions and disciplines inherent in great management and leadership.

Course Requirements: The primary instrument of evaluation will be an intensive team consulting project/field study resulting in a product and presentation for sponsoring client. Core Management Competencies will be benchmarked as projects are implemented.

Class Participation. Class participation is expected and includes each student's contribution to the learning environment, i.e., not only the frequency of comments but also their quality. Quality will be based on the students' ability to draw upon course materials and experience productively, to advance or sharpen class discussions, willingness to take risky or unpopular points of view and precision in making arguments.

Intensive Team Consulting Project/Field Study. It is expected that each team member allocate at least 80 hours to the TCP field work including planning, implementation, analysis and product development, presentation and reflection, and to carry out all of these activities in a high quality, collaborative fashion.

Myography. This is an individual assignment. A Myography is a self-reflective paper about your life – it should capture the key experiences, people, events and influences that have shaped your life so far. It answers the questions: Who am I? And, why do I want to be a manager of a mission-driven organization? The paper should be no more than 5 pages. This assignment is intended to strengthen understanding between self-knowledge,

individual and organizational values. Associated readings to help prompt your reflection and writings are suggested.

Management/Leadership Composite. Working in concentration teams, students develop “Criteria for Leadership” in the field. To do this, each member of the team identifies an individual in your field who you believe to be an exemplary leader, preferably in your generation, someone making a difference in the world as you hope to do. Class time will be allocated for you to share your reflections and develop a Power Point presentation on your “Composite Leadership Style” using specific examples from your studied collection. The composite will be shared with the class.

Academic Integrity: Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person – be it a world-class philosopher or your lab partner – without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs or ideas found in published volumes, on the Internet, or created by another student. Violations of University policies on academic integrity, described in Section 3 of *Rights and Responsibilities*, may result in failure in the course or on the assignment, and could end in suspension from the University. If you are in doubt about the instructions for any assignment in this course, you must ask for clarification.

Note: If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you, please see Professor Curnan immediately.

Course Readings:

Books

Letts, Christine W., Allen Grossman and William P. Ryan. *High Performance Nonprofit Organizations: Managing Upstream for Greater Impact.*

Collins, Jim. *Good to Great: Why Some Companies Make the Leap and Others Don't*

Duca, Diane J. *Nonprofit Boards: Roles, Responsibilities, and Performance.*

Bell, Derrick. *Ethical Ambition: Living a Life of Meaning and Worth.*

Keirse, David, *Please Understand Me II: Temperament, Character, Intelligence.*

Gerber, Robin, *Leadership the Eleanor Roosevelt Way: Timeless Strategies from the First Lady of Courage.*

Burner Lippitt, Mary. *The Leadership Spectrum: Six Business Priorities that Generate Results.*

Gerston, Larry N., *Public Policymaking in a Democratic Society: A Guide to Civic Engagement*.

Richan, Willard, *Lobbying for Social Change*.

Senge, P.M. *The Fifth Discipline: The Art & Practice of the Learning Organization*.

Curnan, Susan P. and LaCava, Lisa A. *Evaluation Handbook for W.K. Kellogg Foundation Grantees*.

Covey, Stephen R. *7 Habits of Highly Effective People*.

Others forthcoming on Leadership, Consulting and Management.

Articles

“Managing Yourself,” *Harvard Business Review* (www.hbr.org). Special Issue, January 2005.

“Overloaded Circuits: Why Smart People Under-Perform,” by Edward M. Hallowell. p. 55-62. Reprint R0501E; HBR OnPoint 8789

“What’s Your Story?” by Herminia Ibarra and Kent Lineback. p. 65-71. Reprint R0501F

“How to Play to Your Strengths,” by Laura Morgan Roberts, Gretchen Spreitzer, Jane Dulton, Robert Quinn, Emily Heaphy, and Brianna Barker. p. 75-80. Reprint R0501G

“Do Your Commitments Match Your Convictions?” by Donald N. Sull and Dominic Houlder. p. 82-91. Reprint R0501H; HBR OnPoint 8770

“Managing Oneself,” by Peter F. Drucker. p. 100-109. Reprint R0501K; HBR OnPoint 4444

Linnell, Deborah, “Founders and Other Gods.” *Nonprofit Social Psychology: The Tie That Binds Us*.” Spring 2004, Vol. 11, Issue 1.

Cohen, Rick. “Time to Stop Excusing the Inexcusable: Foundation Trustees Who Play by their Own Rules.” *The Nonprofit Quarterly*, Winter 2003, Vol. 10, Issue 4.
<http://www.nonprofitquarterly.org/print/464.html>.

Pratt, Jon. “How Did We Get Here?: The Regulatory Framework 2005.” *The Nonprofit Quarterly*, Vol. 12, Special Issue, p. 18-23.
<http://www.nonprofitquarterly.org/files/regulatory-issue/RegulatoryIssue.pdf>

Globe Series of Articles on BU Trustees: “BU Trustees and the Selection of President.” *Boston Globe Spotlight Series – Oversight of Charitable Foundations*, 10/9/2003 – 12/21/2003.

Cherry, Jaclyn A. “Update: The Current State of Nonprofit Director Liability.” *Duquesne University Law Review*, 37 Duq.L.Rev.557, (Summer 1999).

Klausner and Small, "Failing to Govern?: The disconnect between theory and reality in nonprofit boards, and how to fix it." *Stanford Social Innovation Review*, Spring 2005, p. 42.

Nadler, "Building Better Boards," HBR on Point, May 2004 (Reprint #6948).

Maryland Association of Nonprofit Organizations, "Standards for Excellence: An Ethics and Accountability Code for the Nonprofit Sector," 1998-2003.

<http://www.marylandnonprofits.org/html/standards/04/02.asp>

O'Regan and Oster, "Does the Structure and Composition of the Board Matter? The Case of Nonprofit Organizations." *The Journal of Law, Economics and Organization*, Vol. 21, No. 1, 2005.

Course Schedule

Session	Date	Focus	Session Leader
1	Feb.	Orientation to TCP, Timetables and Expectations	Bailis
2	March 13	TCP Project Fair	Bailis
3	March	Team Formation and Team Work	Bailis
4	April	Scoping and Scaling the Workplan	Bailis
5	June 6	Capstone Goals and Expectations; Introductions of Teams, Project Workplans and Core Management Competencies	Curnan
6	June 13	Managing Yourself and Growing Your Leadership Style	Curnan
7	June 20	Consulting Skills; TCP Check In and Review of Experiences and Issues	Curnan
8	June 27	Frameworks for Moving from <i>Good to Great</i> and Staying There	Curnan
9	July 11	Managing Change and Learning Organization Theory	Curnan
10	July 18	Evaluation as Management and Learning Tool; TCP Check In and Review of Experiences and Issues	Curnan
11	July 25	Nonprofit Boards and Governance Models: Development, Structures and Functions	Curnan
12	August 1	Diversity at the Workplace	Curnan
13	August 8	TBA	Curnan
14	August 15	TBA	Curnan
15	August 20	TCP Presentations to Clients and Heller Community	Bailis
16	August 22	TCP Presentations to Clients and Heller Community	Bailis
17	August 23	TCP Presentations to Clients and Heller Community; Class Culmination and Celebration!	Curnan/Bailis