# **NYU Wagner logo**

# **CAPSTONE: CAP-GP 3401-005**

# **Fall 2023 – Spring 2024**

## Instructor Information

* Adrian Ogle
* adrian.ogle@nyu.edu
* Office Hours by appointment

## Course Information

* Class Meeting Times: Mondays, 6:45 pm - 8:25 pm
* Classroom: In-Person: 181 Mercer Street (Paulson Center), Room 305

## Course Description

Capstone is learning in action. Part of Wagner’s core curriculum, it provides students with a critical learning experience and an opportunity to perform a public service. Over the course of an academic year, students work in teams to address challenges, solve problems, and identify opportunities for a client organization. Students will design the approach, conduct the data collection and analysis, and present findings, both orally and in writing, to the client.

In architecture, the capstone is the crowning piece of an arch, the center stone that holds the arch together, giving it shape and strength. Wagner’s Capstone program plays a similar role, building on students’ previous coursework and expertise while enhancing student learning on policy and management issues, key process skills and research skills. Capstone requires students to interweave their learning in all these areas, and to do so in real time, in an unpredictable, complex, real world environment. Although divided into teams, the class will work as a learning community dedicated to the success of all the projects.

**Course Learning Objectives**

### Content

Students should demonstrate the ability to:

* understand the policy and/or management context for their project;
* be familiar with relevant specialized vocabularies;
* draw on critical research related to their content area;
* connect their project with previous coursework in their broader program and specialization.

### Process

Overall, students should demonstrate a capacity for flexibility and resilience, as shown by adapting to changing and complex circumstances, balancing competing demands, accepting uncertainty and ambiguity, and knowing when to consult with their Capstone instructor.

#### *Project Management*

Students should demonstrate the ability to:

* frame and refine the problem presented by the client;
* develop a contract with the client including scope, timeline and deliverables;
* develop an internal project workplan;
* meet deadlines and monitor their progress against the contract and workplan;
* revise contract and workplan as necessary.

#### *Client Management*

Students should demonstrate the ability to:

* negotiate a contract with their client;
* develop and sustain a relationship with their client;
* maintain regular and productive communication with the client;
* solicit and integrate feedback from the client on design and deliverables;
* submit deliverables on time.

#### *Team Management*

Students should demonstrate the ability to:

* diagnose and attend to interpersonal dynamics;
* define roles and useful division of labor;
* manage assignments and accountability;
* advocate points of view and negotiate differences of opinion;
* solicit and offer feedback;
* appreciate and learn from cultural and other differences.

### *Research*

Students should demonstrate the ability to:

* identify and synthesize existing research relevant to the project
* identify and implement appropriate quantitative and/or qualitative data gathering methods;
* identify and implement appropriate data analysis procedures;
* determine findings;
* develop useful recommendations and/or tools and resources based on findings.

1. *Communication*

Students should demonstrate the ability to:

* synthesize and summarize large amounts of data and information;
* prepare clear and well-argued written deliverables tailored to the client’s needs;
* prepare clear and well-argued verbal presentations tailored to the client’s needs.

### **Learning Assessment Table**

|  |  |
| --- | --- |
| **Course Learning Objective** | **Corresponding Assignment** |
| Understand the policy and/or management context for their project | Interim and final products |
| Be familiar with relevant specialized vocabularies | Interim and final products |
| Draw on critical research related to their content area | Interim and final products |
| Frame and refine the problem presented by the client | Signed contract with client |
| Develop a contract with the client including scope, timeline and deliverables | Signed contract with client |
| Develop an internal project workplan | Team workplan |
| Meet deadlines and monitor their progress against the contract and workplan | Signed contract and team workplan |
| Advocate points of view and negotiate differences of opinion | Self and team peer evaluations |
| Appreciate and learn from cultural and other differences | Self and team peer evaluations |
| Identify and synthesize existing research relevant to the project | Interim and final products |
| Identify and implement appropriate quantitative and/or qualitative data gathering methods | Interim and final products |
| Identify and implement appropriate data analysis procedures | Interim and final products |
| Determine findings | Interim and final products |
| Develop useful recommendations and/or tools and resources based on findings | Interim and final products |
| Synthesize and summarize large amounts of data and information | Interim and final products |
| Prepare clear and well-argued written deliverables tailored to the client’s needs | Interim and final products |
| Prepare clear and well-argued verbal presentations tailored to the client’s needs | Interim and final presentations |

## Course Requirements

The projects identified for this section will be posted on the Brightspace class site. Students must review them before client presentations, which will be outlined in the syllabus.

Once you are familiar with the projects, you will fill out a form that gives me your project rankings and other information. I will consider your preferences, along with the project's needs, students’ previous coursework, work and life experience, student schedules, team size, and the balance of skills among the team. Ultimately, it’s my job to create teams that can do the work for the client. Teams are comprised of 3-5 students.

The class will involve presentations from the instructor, possible guest speakers, class discussions, and team meetings. You should expect to work approximately 5-10 hours a week, including class time, team meetings, and project work. Course requirements include

* enrollment in both semesters;
* attendance and participation in class activities and team meetings;
* completion of assignments on time;
* participation in project work;
* participation in meetings with clients;
* participation in the preparation and presentation of findings.

Though Capstone classes will be primarily in-person (unless otherwise stated), your team and client meetings do not have to be. Teams can work this out with each other and their client. (We encourage the first and last meetings with the client to be in person, if possible.) If travel is required for your project, I will share some additional guidance and parameters.

**Capstone Expenses:**

Each capstone team is entitled to reimbursement of up to $500 of Capstone-related expenses, such as photocopying, supplies, etc. None of these funds can be spent hiring others to do work you are expected to do, like writers, editors, graphic designers, etc. The forms and procedures for reimbursement and a detailed explanation of eligible expenses are found in the Capstone Student Guide, available on the Brightspace course website.

### **Evaluation and Grading**

Students will receive 1.5 credits for the fall semester and 1.5 for the spring semester. You will be graded at the end of each semester. The grade at the end of the first semester will reflect your work, participation, and learning to date. I will assign final grades at the end of the second semester. Your final grade will override your fall grade (that is, your fall grade will be changed to reflect your final grade.)

**Grades will be allotted to individuals**, not the whole team. That is, team members may receive different grades if I feel that is warranted. I will make this judgment based on my assessment of students’ contribution and learning and on the assessments you give each other as part of the evaluation process at the end of the first and second semesters. If the client’s evaluation of your work is available, I will also consider that.

Based on the Learning Objectives, students will be graded on the products they deliver to their clients and evidence of progressive learning throughout the course. **60% is based on work products** such as interim and final deliverables and other assignments. **40% is based on evidence of the individual student’s learning** during the course through participation in the team’s work and class activities, their ability to act on peer and faculty feedback, individual and team preparation for and performance at client meetings; and end-of-semester faculty, peer, and self-evaluations. We will discuss this further as a class.

**Required Readings and Other Resources**

Course readings for this course (including the book below) will be available on the Brightspace website and may be added throughout the course.

**Block, Peter.** **2011. Flawless Consulting, 3rd Edition. Pfeiffer.** *Flawless Consulting is available* [*online*](https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/detail.action?docID=661497) *(and downloadable) through NYU Bobst Library.*

## Course Milestones

The course has a series of milestones – both activities and products -- that guide and track your work over the year. I’ve suggested time frames in parentheses, though actual timing may vary depending on the specific situation of each team and client.

These milestones include:

* Potential client presentations (September);
* Team formation (September);
* “Entry conference” with client and faculty to explain the process of the course, establish the relationship, assess the client organization, and gather data to clarify the presenting problem or issue and the client’s initial vision of a successful project (September/October);
* Preliminary client-team contract or work agreement (October);
* Negotiations with the client to finalize contract (October);
* Final, signed client-team contract and detailed team workplan (October/November);
* Team charter (October/November);
* End-of-first semester self, team/peer, and course evaluations; discussion of team process and progress (December);
* January term: Continue project work (January)
* First draft of final project report to faculty (February/March);
* Second draft of final project report to faculty (March/April);
* Rehearsal of client presentation before class/faculty for feedback before presentation to client (April);
* Final report and presentation to client (April/May);
* End-of-second semester reflection and celebration (April/May);
* End-of-course self, team /peer, client and course evaluations (April/May);

**Letter Grades**

Letter grades for the entire course will be assigned as follows:

| **Letter Grade** | **Points** |
| --- | --- |
| **A** | 4.0 points |
| **A-** | 3.7 points |
| **B+** | 3.3 points |
| **B** | 3.0 points |
| **B-** | 2.7 points |
| **C+** | 2.3 points |
| **C** | 2.0 points |
| **C-** | 1.7 points |
| **F** | 0.0 points |

**Student grades will be assigned according to the following criteria:**

**(A) Excellent:** Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well-written. Work is of exceptional, professional quality.

**(A-) Very good**: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates a strong understanding of appropriate methodological or analytical approaches, and meets professional standards.

**(B+) Good**: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.

**(B) Adequate:** Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations.

**(B-) Borderline**: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”

**(C/-/+) Deficient**: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.

**(F) Fail**: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

## Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

## Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

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## Class Schedule Overview

Students should expect to meet weekly as a class or team. Students must also be in class on time. The sequence of classes and due dates for assignments could change depending on your meetings with clients and the substance of your projects. Please bookmark this syllabus, as things may be added, altered, or removed. It should also be checked regularly.

**All interim and final deliverables must come to me first before they go to the client.** We may go through several rounds of revision before I feel the products are ready to be shared with the client. Due dates for project-related deliverables such as the contract, literature review, and environment scan may vary slightly by team.

Specific requirements for each class will be posted on Brightspace and emailed to you with enough lead time to prepare. **Instructions in email or Brightspace take precedence over what is written here.**

**Team Updates - Weekly Assignment**

**Teams will have a recurring assignment due by Sunday by 5:00PM.** A designed member of your team will send me an email every week by this time, copying their team members and including answers to the following questions:

* What did the team accomplish this past week?
* What is on the docket for the upcoming week?
* Describe a “learning” moment - e.g., something uncovered, discovered, or realized that you plan to incorporate into your work or process going forward. Feel free to share areas where you’re struggling or haven’t quite solved yet.
* What questions do you have for me?

## Fall Semester 2023

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| **PHASE and DATE** | **TOPIC(S)** | **ASSIGNMENTS DUE** |
| **Phase 1: CREATING TEAMS**  Class 1  9/11/23  **IN-PERSON** | Introductions  Overview of Syllabus & Capstone Student Guide  Initial review of proposals | * **Due Wednesday, 9/13 by EOD:**    + Watch video: [What is Capstone](https://wagner.nyu.edu/portal/students/academics/capstone)?   + Complete [Student Introduction Form](https://forms.gle/cVKeh5kHxvrnsaZBA) * **Due before Monday, 9/18**    + Review [Student Capstone Guide](https://docs.google.com/document/d/1WXQz4AAr88FcfSc8ROXoifUMoXJrMOCPQ__QrpBFAa8/edit)   + Begin reviewing capstone proposals [here](https://drive.google.com/drive/folders/1Svx2Q9wZJszpCqsJoBzhm4mIs8hlaxDZ?usp=sharing) and **prepare with questions before next class**     - Mayor’s Office to End Domestic and Gender-Based Violence     - Education Reform Now     - Teens for Food Justice |
| Class 2  9/18/23  **VIRTUAL** | Client presentations  Discussion & analysis of proposals | * **In-class:** *Group Exercise:* Feedback on Proposals * **Due Wednesday, 9/20 by EOD:** Submit the [Student Preference Form](https://forms.gle/eZBFwbXM65nEY5XH9) * **Due Friday, 9/22 by 11:59 pm ET:**   + Individual Reflection Paper #1   + [Instructions and rubric here](https://docs.google.com/document/d/1ZhpTyKH9twa2CyY-pDb_gurZC2c13YSP_y6GzQ3o2qg/edit) * Teams will be assigned before our next class. |
| **Phase 2: TEAM LAUNCH AND PLANNING**Class 39/25/23 **IN-PERSON** | Introduction to consulting, teams, and getting started!  Meet your team  Preparation for entry meeting with client | **Individual**   * Before class: read [How Management Teams Can Have a Good Fight](https://drive.google.com/file/d/1x0U8M_XcBrJTEEsXomrAyQuCKMG4ZLyT/view?usp=drive_link) * Before class: watch [Capstone consulting videos:](https://cdnapisec.kaltura.com/html5/html5lib/v2.61.1/mwEmbedFrame.php/p/1674401/uiconf_id/37666341?wid=1_2nspd17d&iframeembed=true&playerId=kaltura_player_5d6439dd62758&flashvars%5BplaylistAPI.kpl0Id%5D=0_kvppacga&flashvars%5BplaylistAPI.autoContinue%5D=true&flashvars%5BplaylistAPI.autoInsert%5D=true&flashvars%5Bks%5D=&flashvars%5BakamaiHD.loadingPolicy%5D=preInitialize&flashvars%5BakamaiHD.asyncInit%5D=true&flashvars%5BtwoPhaseManifest%5D=true&flashvars%5BlocalizationCode%5D=en&flashvars%5BimageDefaultDuration%5D=30&flashvars%5BleadWithHTML5%5D=true&flashvars%5BLeadWithHLSOnFlash%5D=true&flashvars%5BforceMobileHTML5%5D=true&flashvars%5BnextPrevBtn.plugin%5D=true&flashvars%5BsideBarContainer.plugin%5D=true&flashvars%5BsideBarContainer.position%5D=left&flashvars%5BsideBarContainer.clickToClose%5D=true&flashvars%5Bchapters.plugin%5D=true&flashvars%5Bchapters.layout%5D=vertical&flashvars%5Bchapters.thumbnailRotator%5D=false&flashvars%5BstreamSelector.plugin%5D=true&flashvars%5BEmbedPlayer.SpinnerTarget%5D=videoHolder&flashvars%5BdualScreen.plugin%5D=true) Intro, What Consulting Is and Isn’t, and The Role of Technical and Interpersonal Skill (videos 1-3)   **Class**   * In-class: *Community Agreements Exercise*    + Come prepared to share ideas on what you expected and need to be successful in this course. * In-class: *Team Launch Brainstorm Exercise*   + Based on your reflection paper and past team-building work, think about a few launch activities to share with the class.   **Team**   * Exchange contact information * Schedule one get-together about getting to know each other * **Send out the first client email by 9/27. (Send draft to me before sending to client.)** * Schedule the kickoff “entry” client meeting between **10/3 - 10/10**. I must be present and will provide my availability. I recommend a doodle to determine everyone’s availability. **Please copy me on ALL emails with the client.** * Begin kickoff meeting agenda preparation   Kickoff agenda preparation:   * An agenda * A set of questions for the client * Suggestions for project scope * Be prepared to report on your background research on your client (I don’t need to see anything written) |
| Class 410/2/23 **IN-PERSON** | Team dynamics 1: Leadership styles  Client preparation  Team Charters | **Individual**   * **Due:** Conduct background research on your client and re-review client proposal, presentation, et al * **Due:** Review [NYU module on Microaggressions](https://stream.nyu.edu/media/Anti-RacismA+Understanding+and+Mitigating+Racial+and+Other+Microaggressions+-+Online+Module/1_4u42ux0x) * **Due:** Read [Teamwork on the Fly](https://drive.google.com/file/d/1nHIaceybl-MnLP6VVH7vMijt0wleeWgW/view?usp=drive_link) * Before class: Review [team charters examples](https://drive.google.com/drive/folders/1xv5x0DFK6rBhDn5G7dnZJbTqbMq8_2Zp?usp=drive_link) * Before class: Review [client contract examples](https://drive.google.com/drive/folders/1Ia1wKi5qGh-c_YoK4w7EQfgY-1ZlkBj7?usp=sharing) * Weekly Update recurring assignments begin (first one **due to me by Sunday, 10/8 by 5:00PM).**   **Team**   * Shareout: Initial background research (each team) * **Due:** Kickoff meeting agenda * Setup Shared Google Folder (invite Professor) * **Recurring assignment:** Weekly update |
| Class 5  10/10/23  **VIRTUAL**  NOTE: This is a TUESDAY, not a Monday. Monday, October 9, is fall break. Classes on Tuesday, October 10 meet on a Monday schedule. | Contracting and project management 1 | **Individual**   * Review before class: [Consulting videos](https://cdnapisec.kaltura.com/html5/html5lib/v2.61.1/mwEmbedFrame.php/p/1674401/uiconf_id/37666341?wid=1_2nspd17d&iframeembed=true&playerId=kaltura_player_5d6439dd62758&flashvars%5BplaylistAPI.kpl0Id%5D=0_kvppacga&flashvars%5BplaylistAPI.autoContinue%5D=true&flashvars%5BplaylistAPI.autoInsert%5D=true&flashvars%5Bks%5D=&flashvars%5BakamaiHD.loadingPolicy%5D=preInitialize&flashvars%5BakamaiHD.asyncInit%5D=true&flashvars%5BtwoPhaseManifest%5D=true&flashvars%5BlocalizationCode%5D=en&flashvars%5BimageDefaultDuration%5D=30&flashvars%5BleadWithHTML5%5D=true&flashvars%5BLeadWithHLSOnFlash%5D=true&flashvars%5BforceMobileHTML5%5D=true&flashvars%5BnextPrevBtn.plugin%5D=true&flashvars%5BsideBarContainer.plugin%5D=true&flashvars%5BsideBarContainer.position%5D=left&flashvars%5BsideBarContainer.clickToClose%5D=true&flashvars%5Bchapters.plugin%5D=true&flashvars%5Bchapters.layout%5D=vertical&flashvars%5Bchapters.thumbnailRotator%5D=false&flashvars%5BstreamSelector.plugin%5D=true&flashvars%5BEmbedPlayer.SpinnerTarget%5D=videoHolder&flashvars%5BdualScreen.plugin%5D=true): The Project Management Triangle, Client Expectations Mgmt, Risk Mgmt, Client Mtg Mgmt. (videos 4-7) * Read: [Run Meetings That Are Fair to Introverts, Women, and Remote Workers](https://drive.google.com/file/d/1tPaNOt2sX3uYfBCq73bPuP0uaV1D0ywR/view?usp=drive_link) * Before class: [Scope Creep in Project Management](https://www.teamly.com/blog/scope-creep-in-project-management/)   **Team**   * **Due:** Rough draft of team charter * **Recurring assignment:** Weekly update * **UPDATED**: Review samples of [weekly updates](https://drive.google.com/drive/folders/17ZQDdoAsIqS7CUMs7u7FkTzDN9ZdpmFa?usp=sharing) |
| Class 6  10/16/23  **TEAM TIME ONLY; NO FORMAL CLASS** | **TEAMS MEET ON THEIR OWN** | **Team:**   * No formal class time, but all teams should meet and begin to discuss client contract and work plan * **UPDATED:** Reviewsample [work plans](https://drive.google.com/drive/folders/1lfUjfZQvIqwT8WWMWM-H0s9o19tXALRd?usp=sharing) and begin to outline * **Due:** Submit your final team charter by 10/16 * **Recurring assignment:** Weekly update by Sunday, 10/15 by 5:00 PM ET |
| Class 710/23/23 **VIRTUAL** | Work Plans  Planning for Success  Client Contracts | **Class Time:**   * Read: [Design Thinking 101](https://mitsloan.mit.edu/ideas-made-to-matter/design-thinking-explained)   + Prepare to describe your project and the opportunity to make an impact. Be clear on the challenge and what you’re trying to solve. * *Backwards Planning Exercise*   + Discuss literature review, environment scan, final reports, and presentations * Report back on your client meeting (what worked well, what didn’t, lessons learned, etc.) * Read: [Reflection-Advice Letters](https://drive.google.com/file/d/17I-Pz4-xSY5jH-9vxjErLjsGw2U-eIlr/view?usp=drive_link) from previous Capstone students * **Recurring assignment:** Weekly update |
| Class 810/30/23 **VIRTUAL** | Work Plan Presentations  Diversity, Equity & Inclusion in Teams | **Individual**   * Discussion: Work Plans   + Present your draft contract and project scope to the class (include a timeline with estimated due dates) * Before class: Review [Ethics Memo for Students](https://docs.google.com/document/d/1_BJP0Y7a1zMQ_UqQ64VFy46VNpBCR21i/edit) * Before class: Read [Dismantling White Supremacy in Non-Profits](https://ynpntwincities.org/blog-1/dismantling-white-supremacy-in-nonprofits-a-starting-point) * Before class: [Racial Equity Principles](https://www.whitesupremacyculture.info/racial-equity-principles.html) * Before class: [White Supremacy Culture Characteristics](https://www.whitesupremacyculture.info/characteristics.html)   **Team**   * **Due**: Revised contract * **Due:** Draft work plan and contract * **Recurring assignment:** Weekly update |
| Class 9 **VIRTUAL** **Phase 3: RESEARCH SKILLS AND PROJECT WORK**11/6/23 | Environmental Scan & Interviews  Finalizing Work Plan | **Class Time**   * **UPDATED**: Review samples: [environment scans](https://drive.google.com/drive/folders/1UuRbW251mrFfQGC7FCemRFVHVlGv1-9G?usp=drive_link)   + Prepare a list of questions   + Prepare to discuss strengths + weaknesses of samples   **Team**   * Schedule time to review contact and project scope with client * **Due:** Final work plan submitted * **Recurring assignment:** Weekly update (with DEI reflection) |
| Class 1011/13/23 **VIRTUAL** | Culture & Feedback | **Individual**   * Before class: Read the following and prepare to discuss:   + [Don’t Be Nice, Be Helpful](https://hbr.org/2011/03/dont-be-nice-be-helpful.html)   + [How To Give Feedback People Can Use](https://www.google.com/url?q=https://hbr.org/2017/10/how-to-give-feedback-people-can-actually-use&sa=D&source=docs&ust=1694398683888402&usg=AOvVaw1gHObP-fVWDXotnD99imi2)   + [You’ve Been Doing a Fantastic Job](https://www.nytimes.com/2013/04/06/your-money/how-to-give-effective-feedback-both-positive-and-negative.html?pagewanted=all&_r=0&mtrref=undefined)   **Class Time**   * Feedback Scenarios Exercise * Team Culture Check-in   **Team**   * **Prepare:** to discuss - what’s your current team culture? * **Due:** Outline environmental scan (or prepare progress update) * **Due:** Final signed contract and work plan * **Recurring assignment:** Weekly update |
| **Phase 4: PROJECT WORK**  **VIRTUAL** Class 1111/20/23 | Literature Reviews | **Individual**   * **UPDATED**: Before class: review examples of [literature reviews](https://drive.google.com/drive/folders/1DH5Avv7fYa9tH6QtpPMZVRX62XqnrJ-Z?usp=drive_link) * Read: [Writing a Literature Review](https://ssrmc.wm.edu/literature-review-module/)   **Team**   * Draft outline of literature review * Review Wagner Capstone Library Guide * Use Bobst Library databases to find scholarly articles * **Recurring assignment:** Weekly update |
| Class 1211/27/23 | NO CLASS |  |
| Class 13 12/4/23 **VIRTUAL** | **UPDATED:**  Writing Reports  Workshop (with all M+L capstone students) | **Team**   * **Recurring assignment:** Weekly update   + **NEW:** Please add your winter update to the weekly update due 12/3 with your team’s plan on moving forward in late December/January term |
| Class 1412/11/23 **VIRTUAL** | Evaluations  Final Report  Preview | **Individual**   * **UPDATED**: **Due:** Feedback forms due by 12/4 * *Mid-semester Feedback Reflection Process*   **Team**   * Read and reflect on evaluations * How do you want to approach winter and spring term? * **Recurring assignment:** Weekly update |

**January Term**

While classes don’t meet, this is generally a critical time for group work. Students are expected to be available and working during this time (except for the holiday week between Christmas and New Year’s). If your team plans to travel, just work things out among yourselves.

**Spring Semester - DRAFT**

During this semester, much of the time will be set aside for teams to meet independently or with me. We can be flexible about the need for formal class meeting times. However, we will schedule problem-solving or skill-building sessions as needed, **so you must be available every Monday night during class time**. Also, for planning purposes, I’ve noted here some potential deadlines, **but these are preliminary and will likely change.**

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| --- | --- | --- |
| **DATE** | **TOPIC(S)** | **ASSIGNMENTS DUE** |
| **Phase 5: PROJECT WORK**  Class 1  1/22/24 | Team updates  Discuss spring schedule  Data analysis | **Team**   * Be prepared to give team update * Revised work plan and team charter (using track changes) * Draft literature review and environmental scan |
| Class 2  1/29/24 | Final Report Prep | **Team**   * Final draft of literature review and environmental scan * Update work plan * **Recurring assignment:** Monthly update |
| Class 3  2/4/24 | NO CLASS | **Team**   * Schedule final presentations |
| Class 4  2/11/24 |  | **Team**   * **Due:** Final report outline |
| **Phase 6: PROJECT WORK AND REPORT WRITING**  NO CLASS  PRESIDENTS DAY  2/19/24 | Discuss outlines  Team updates | **Team**   * Schedule final presentation for client. I must be present and will provide availability. |
| Class 5  2/26/24 |  | **Team**   * **Due:** findings portion of final report * Presentation from each team on key findings from your work and draft recommendations * **Recurring assignment:** Monthly update |
| Class 6  3/4/24 | NO CLASS | **Team:**   * **Due:** complete recommendations portion of final report |
| NO CLASS  SPRING BREAK  3/11/24 |  | **Team**   * **Due:** first draft of final report (internal) |
| Class 7  3/18/24 | Team updates  Discuss first drafts  Discuss client presentation | **Individual**   * Flawless Consulting, ch 15 |
| Class 8  3/25/24 | **TEAM TIME**  **ONLY** | **Team**   * Due: second draft of final report due (internal) * **Recurring assignment:** Monthly update |
| **Phase 7: WRITING AND PRESENTING**  Class 9  4/1/24 | Rehearsals of client presentations | **Team**   * Draft slides for your final presentation |
| Class 10  4/8/24 | Rehearsals of client presentations | **Team**   * Draft slides |
| Class 11  4/15/24 | Rehearsals of client presentations | **Individual**   * Self and team peer evaluations   **Team**   * Draft slides * Third and final draft of final report |
| Class 12  4/22/24 | NO CLASS |  |
| **Phase 8: CONCLUSION! EVALUATION, REFLECTION, CELEBRATION**  Class 13  4/29/2024CAPST | Self and peer evaluations | * Read and reflect on evaluations * Discuss CATME and team evaluations * CATME evaluations open * Decide process on debriefing evaluations * **Recurring assignment:** Monthly update |
| Class 14  5/6/24 | Reflect and Celebrate | **Team:**   * Reflect on evaluations * Feedback reflection * Submit your final Google drive folder:   + Work plan   + Weekly check-in   + Contract   + Team charter   + Literature review   + Environmental scan   + Final report   + Final presentation   + Any additional document * Instructor needs to sign-off on folder above before you submit to client and Wagner * Teams should send final version of final report to me and Wagner Capstone alias ([wagner.capstone@nyu.edu](mailto:wagner.capstone@nyu.edu)) * Reflections and advice letters to future capstone students * That’s a wrap! |