

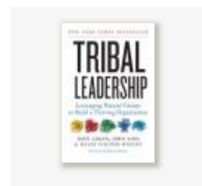
## PPD 684: Leadership Development in the Public and Nonprofit Sectors Summer 2017, Course # 51313

Instructor: Dr. Ann Reyes  
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Phone: 805-861-8745  
Office Hours: By Appointment  
Location: USC University Park, Los Angeles  
Room: TBD  
Campus Meeting Dates: June 10-11 & July 29-30  
Campus Meeting Times: Saturday 9 AM – 4PM & Sunday 9 AM – 3 PM (1-hour lunch each day)  
First Day of Class: May 17 (online)  
Last Day of Class: August 8 (final paper due)

### Required Texts



Title	<b>Leadership</b>
Author	Barbara Kellerman
ISBN	978-0-07-163384-0
Publisher	McGraw-Hill Education
Publication Date	August 13, 2010
Binding	Trade Cloth
Type	Print
Price	\$42.00
Required	



Title	<b>Tribal Leadership</b>
Author	Dave Logan; John King; Halee Fischer-Wright
ISBN	978-0-06-125132-0
Publisher	HarperCollins Publishers
Publication Date	June 7, 2011
Binding	Trade Paper
Type	Print
Price	\$16.99
Required	
Description	This textbook is required in the free audio book format provided to you on Blackboard. You may choose to purchase a hard copy of the text as well if you prefer.

Tribal Leadership Audiobook (free)

<http://www.culturesync.net/toolbox/tribal-leadership-audio-book/>

**Additional required readings and videos will be posted through the Blackboard course site in the Assignments folder.**

### Course Description

This seminar course begins with the premise that leadership skills can be taught and developed and that leadership is designed, not accidental. Through exposure to a body of leadership theory and application of theory to real-world cases, this course intends to improve your practice of leadership. The course emphasizes action-based learning with the active involvement of students to teach the application of leadership processes. An initial premise of the class is that leaders develop skills for processes in five arenas:

- **Personal:** how individuals process information, negotiating styles, preferred decision-making patterns and leading from core values.
- **Group:** the dynamics of group interaction, how individuals relate to each other, differentiating between groups and high performing teams.
- **Organizational:** the predictable features of organizations such as structure, human resources, systems, competition, symbols and culture, with an important leadership skill at this level developing a shared vision and effective organizational culture.
- **Community:** effectively connecting the organization to the stakeholders, clients, and others outside the organization; leading outward.
- **Institutional:** a consideration of the effect of the rules, history, context, issues, and policy process that affect leadership in the public and nonprofit sectors; leading upward.

This course draws on my experience researching and working in the public and nonprofit sectors over the past twenty-five years as a nonprofit board member, public and private sector attorney, social work researcher, nonprofit founder, public and private sector educator, and public agency analyst, supervisor, and manager. This course will also draw from each of your individual personal and work experiences related to leadership.

### Course Approach

The class format is a seminar with extensive class discussions. The discussions draw upon each student's insights, reflections, and professional experience to build an understanding of the readings. The assigned readings are the foundation for all class activities. If you have questions on the readings, please feel free to email me prior to class or to raise your questions in class through the classroom discussion board. Please complete all readings of assigned texts for each week prior to responding to any discussion board questions for that week.

As you read the materials, please note the varied research methodologies and empirical support for the findings, conclusions, and speculation. All handouts and case studies will be provided through Blackboard. As with any graduate class, in responding to the needs, discussion, questions and emergent priorities of the class, the curriculum may be modified.

### Learning Objectives

- Examine important people skills such as leading and motivating employees to excel in their individual work environments.
- Examine group behavior in organizations such as fostering the effective use of teams and effectively resolving conflict among individuals and groups.
- Apply communication strategies and principles to manage a variety of problem situations that may occur in the workplace, such as conflict resolution and negotiations.
- Reflect upon the challenges associated with interagency collaboration and strategize ways in which to encourage collaboration across agencies and sectors.
- Reflect upon past and future personal growth and development as a leader.

### Course Requirements

Satisfactory performance in this course requires that you:

- Read all texts and materials posted on Blackboard prior to the class meeting for which the readings are assigned;

- Effectively participate in the seminar discussions and class activities (online and in-person assignments) and submit assignment on time (by noon on Sundays for Blackboard posts);
- Analyze all assigned problems with sufficient preparation to engage in critical thought and discussion;
- Make effective oral and written presentations supported by the course texts and other, properly cited, empirical evidence.

## Statement on Academic Conduct and Support Systems

### Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### Support Systems:

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

*Diversity at USC – <https://diversity.usc.edu/>*

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

## **Statement on Professionalism**

Learning occurs in an environment where all the participants are eager and ready to learn. Therefore, I expect that everyone will engage in professional behavior that contributes to the creation of a stimulating learning environment: attendance at every class, being to class on time, remaining in class for the duration of the class, being prepared for class, listening respectfully when others are speaking, being focused on the activities at hand (not attempting to “multi-task” by reading email, etc.), and turning your mobile phones off. **Unprofessional behavior negatively impacts your class participation grade.**

## **Description of Grade Components**

### ***a. Blackboard Online Course Weekly Assignments 20%***

In addition to the in-class meeting time over four days, the course requires 8 weekly interactive assignments (approximately 1 hour each) aimed at engaging students with the readings, the course instructor, and (as time permits) one another.

Assignment instructions will be provided weekly on Blackboard.

### ***b. In-Class Meeting Participation 10%***

Participation is a critical part of this course. Each of you has significant experience in the work environment. This personal experience will help enrich course discussions and enable you to better understand the issues that are discussed. Your willingness to participate in class discussions and to ask questions is important. Your participation grade is based on quantity and quality. High quality comments are those that reflect careful analysis, raise issues that are relevant to current discussions, build on the comments of other students, and show curiosity and willingness to push ideas forward.

**c. Case Study and Storytelling Exercises 15%**

You will be assessed based upon your preparation for and active participation in two group case study exercises and an individual leadership storytelling exercise. The readings for these exercises will be provided in advance of the sessions in which your performance will be assessed. Given the limited class meeting time, case study materials should be reviewed in advance of the case study exercises. The individual storytelling exercise will occur in class on July 30.

**d. Leader Interview Project 30% (Group Project)**

1. Identify a leader in the public or nonprofit sectors who is accessible to you and that you can interview.
2. Based upon the interview, make an assessment about the leader's core values.
3. Make an assessment about the alignment of the leader's core values with the mission and goals of the organization in which the leader is interacting.
4. Make an assessment about the leader's effectiveness within the context of the organization, and considering the mission and goals of the organization and the leader's core values.
5. Develop a narrowly tailored (not broad or general) set of recommendations about ways in which the leader can improve his/her effectiveness as a leader within the organization (in light of the data you collected and your assessments).

In order to complete this assignment successfully, you will need to develop specific criteria for assessment of leadership effectiveness as well as criteria for selecting appropriate (and specifically tailored) recommendations for improvement. In addition, you will need to cite to evidence to support your findings regarding the alignment of a leader's core values with the mission and goals of the organization.

You will report out on your findings in class on July 29 in the form of small group presentations. A 10-12 page paper that reports your findings will be due in advance of the class session as a Blackboard post one week prior. **APA citation format is required.**

**e. Leadership Philosophy Paper 25%**

Write a *Leadership Philosophy Paper* that is 5-7 double-spaced pages in which you describe your philosophy of leadership, drawing upon course materials for context and theoretical support. **APA citation format is required.** This assignment is in lieu of a final exam and is due August 8.