

**PPD 684: Leadership Development in the Public and Nonprofit Sectors**  
**Fall 2013, Course # 51334**

**Location:** USC University Park, Los Angeles  
**Course Start Date:** August 26, 2013 (online through Blackboard)  
**Course End Date:** December 6, 2013 (online through Blackboard)  
**Final Assignment Due:** December 14, 2013 (online through Blackboard)  
**Campus Meeting Dates:** **October 13, 2013, 9:00 AM – 3:00 PM** (1 hour lunch)  
**Time:** **November 2 & 3, 2013, 9:00 AM – 4:30 PM** (1 hour lunch)  
**Room:** **RGL 215<sup>1</sup>**

**Instructor:** Ann Reyes-Robbins, MA, JD, PhD  
**Telephone:** 951-427-3096  
**E-mail:** [reyesrob@usc.edu](mailto:reyesrob@usc.edu)  
**Office hours:** By appointment

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**Required Texts**

Axelrod, R. H. (2010). *Terms of engagement: New ways of leading and changing organizations* (2nd ed.). San Francisco, CA: Berrett-Koehler.

Kellerman, B. (Ed.). (2010). *Leadership: Essential selections on power, authority, and influence*. New York, NY: McGraw-Hill.

Pittinsky, T. L. (Ed.). (2009). *Crossing the divide: Intergroup leadership in a world of difference*. Boston, MA: Harvard Business Review Press.

**Optional Texts (excerpts will be provided for class assignments)**

Brothers, J., & Sherman, A. (2011). *Building nonprofit capacity: A guide to managing change through organizational lifecycles*. San Francisco, CA: Jossey-Bass.

Drucker, P. F. (2008). *The five most important questions you will ever ask about your organization*. San Francisco, CA: Jossey-Bass.

Fisher, R., & Shapiro, D. (2006). *Beyond reason: Using emotions as you negotiate*. New York, NY: Penguin Group.

\* Logan, D., King, J., & Fischer-Wright, H. (2011). *Tribal leadership: Leveraging natural groups to build a thriving organization*. New York, NY: HarperCollins.

\* **Available as a free audio book:** <http://www.triballeadership.net/audio-book>

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<sup>1</sup> This room assignment is current as of August 11, 2013. Due to construction and classroom shortage issues, our room assignment is subject to change. Please check the course Blackboard site for all room change announcements.

## 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, customers, 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.

The class draws on my experience researching and working in the public and nonprofit sectors over the past nineteen years as a nonprofit board member, public and private sector attorney, social work researcher, nonprofit founder, public and private sector educator, and public agency supervisor.

## 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 e-mail 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.

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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 work place, such as conflict resolution and negotiations.
- Reflect upon the challenges associated with inter-agency 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);
- Analyze all assigned problems with sufficient preparation to engage in critical thought and discussion;
- Make effective oral and written presentations.

**Policy Regarding Disability Services and Programs**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open early 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

## **Statement on Academic Integrity**

The University Student Conduct Code establishes the expectations that individual work will be submitted, unless otherwise allowed by the instructor and that general principles of academic honesty, including the respect for the intellectual property rights of others will be followed. This means that ideas and wordings of another writer must be acknowledged and appropriately used.

Plagiarism is the unacknowledged and inappropriate use of the works of others. As described in SCampus, it includes:

“The submission of material authored by another person but represented as the student’s own work, whether the material is paraphrased or copied in verbatim or near verbatim form;”

“The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style:” and “Improper acknowledgement of sources in essays or papers.”<sup>2</sup>

## **Statement on Professionalism**

Learning occurs in an environment where all the participants are eager and ready to learn. Therefore, we expect that everyone will engage in professional behaviors that contribute to the creation of a stimulating learning environment: attendance at every class (or notifying the instructor and team members in advance when you will not be in 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, and turning your mobile phones and pagers off.

## **Description of Grade Components**

### ***a. Blackboard Online Course Weekly Discussion Assignments 10%***

In addition to the 18 hours of in-class meeting time over three days, for 12 weeks, beginning with the first day of the course on August 26, there will be weekly interactive assignments aimed at engaging students with one another and the course instructor.

Each Monday students will have access to a video lecture, short film clip, and/or TED Talks video. In the context of the assigned readings for the week, students will be asked to respond to discussion questions posted to Blackboard that integrate and incorporate the video clips and assigned reading. Students must post their initial response by the end of the day on Wednesday of the assignment week. Students must post two additional responses to other student postings by the end of the day on Saturday of each week. An online discussion grading rubric will be posted to

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<sup>2</sup> SCAMPUS: University Governance, 11.00 Behavior Violating University Standards and Appropriate Action, and 11.11 Plagiarism.

Blackboard prior to the first day of the course to provide students with posting expectations. The reading and online assignment schedule appears below:

| <b>Week</b> | <b>Assignment</b>  | <b>Posting Deadlines</b>  |
|-------------|--|---|
| 1           | <ul style="list-style-type: none"> <li>• Read Kellerman text, Part I, through John Stuart Mill</li> <li>• View Blackboard video(s)</li> <li>• Respond to Blackboard discussion board question for week 1</li> </ul>        | Post introduction & response to week 1 discussion board question by 8/28; Post responses to two classmate posts by 8/31 |
| 2           | <ul style="list-style-type: none"> <li>• Finish reading Kellerman text, Part I, through Hannah Arendt</li> <li>• View Blackboard video(s)</li> <li>• Respond to Blackboard discussion board question for week 2</li> </ul> | Post response to week 2 discussion board question by 9/4; Post responses to two classmate posts by 9/7                  |
| 3           | <ul style="list-style-type: none"> <li>• Read Kellerman text, Part II, through W.E.B. Du Bois</li> <li>• View Blackboard video(s)</li> <li>• Respond to Blackboard discussion board question for week 3</li> </ul>         | Post response to week 3 discussion board question by 9/11; Post responses to two classmate posts by 9/14                |
| 4           | <ul style="list-style-type: none"> <li>• Finish reading Kellerman text, Part II, through Larry Kramer</li> <li>• View Blackboard video(s)</li> <li>• Respond to Blackboard discussion board question for week 4</li> </ul> | Post response to week 4 discussion board question by 9/18; Post responses to two classmate posts by 9/21                |
| 5           | <ul style="list-style-type: none"> <li>• Read Kellerman text, Part III, through Mahatma Gandhi</li> <li>• View Blackboard video(s)</li> <li>• Respond to Blackboard discussion board question for week 5</li> </ul>        | Post response to week 5 discussion board question by 9/25; Post responses to two classmate posts by 9/28                |
| 6           | <ul style="list-style-type: none"> <li>• Finish reading Kellerman text, Part III, through Vaclav Havel</li> <li>• View Blackboard video(s)</li> <li>• Respond to Blackboard discussion board</li> </ul>                    | Post response to week 6 discussion board question by 10/2; Post responses to two  |

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|----|---|---|
|    | question for week 6   | classmate posts by 10/5   |
| 7  | <ul style="list-style-type: none"> <li>• Read Pittinsky, Part I, Insights and Concepts</li> <li>• View Blackboard video(s)</li> <li>• Respond to Blackboard discussion board question for week 7</li> </ul> | Post response to week 7 discussion board question by 10/9 (in the form of a Leadership Storytelling video 3-5 minutes in length); View all your classmates' videos by 10/12 |
| 8  | In-class meeting 10/13, 9:00 AM – 3:00 PM (Leader Interview Team Project Group Assignments & Initial Group Meetings)  | Not Applicable  |
| 9  | <ul style="list-style-type: none"> <li>• Read Pittinsky, Part II, Tools and Pathways</li> <li>• View Blackboard video(s)</li> <li>• Respond to Blackboard discussion board question for week 9</li> </ul>   | Post response to week 9 discussion board question by 10/23; Post responses to two classmate posts by 10/26  |
| 10 | In-class meeting 11/2, 9:00 AM – 4:30 PM (preliminary team presentations addressing components 1-3 of assignment)   | Not Applicable  |
| 11 | In-class meeting 11/3, 9:00 AM – 4:30 PM (preliminary team presentations addressing components 1-3 of assignment)   | Not Applicable  |
| 12 | <ul style="list-style-type: none"> <li>• Read Pittinsky, Part III, Cases in Context</li> <li>• View Blackboard video(s)</li> <li>• Respond to Blackboard discussion board question for week 12</li> </ul>   | Post response to week 12 discussion board question by 11/13; Post responses to two classmate posts by 11/16   |
| 13 | <ul style="list-style-type: none"> <li>• Read Axelrod, Chapters 1-4</li> <li>• View Blackboard video(s)</li> <li>• Respond to Blackboard discussion board question for week 13</li> </ul>                   | Post response to week 13 discussion board question by 11/20; Post responses to two classmate posts by 11/23   |
| 14 | <ul style="list-style-type: none"> <li>• Read Axelrod, Chapters 5-8</li> <li>• View Blackboard video(s)</li> </ul>  | Post response to week 14  |

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|           | <ul style="list-style-type: none"> <li>Respond to Blackboard discussion board question for week 14</li> </ul>  | discussion board question by 11/27; Post responses to two classmate posts by 11/30   |
| 15        | <ul style="list-style-type: none"> <li>Read Axelrod, Chapters 9-12</li> <li>View Blackboard video(s)</li> <li>Respond to Blackboard discussion board question for week 15</li> </ul> | Post response to week 15 discussion board question by 12/4; Post final presentation for group assignment to Blackboard by 12/6 |
| Exam Week | There is no final exam for this course. The final assignment is a Leadership Philosophy Paper assignment outlined in section e below.  | Post Leadership Philosophy Paper through Blackboard Turnitin link on 12/14   |

**b. In-Class Meeting Participation 5%**

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 20%**

You will be assessed based upon your preparation for and active participation in group case study exercises and an individual leadership storytelling exercise. Due to limited in-person meeting time, one or more of these assignments may take place online via Blackboard. 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.

**d. Leader Interview Team Project & Presentation 25%**

Teams consisting of 4-5 students will:

1. Identify a leader in the public or nonprofit sectors who is accessible to you and that you can interview as a team.
2. Based upon the interview, make an assessment as a team about the leader's core values.
3. Make an assessment as a team about the alignment of the leader's core values with the mission and goals of the organization in which the leader is interacting.
4. Making an assessment as a team 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 shared assessments as a team).

In order to complete this assignment successfully, your team 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, teams will need to cite to evidence to support their findings regarding the alignment of a leader's core values with the mission and goals of the organization. Additional instructions will be forthcoming in a video assignment lecture with Q&A via Blackboard as part of the weekly Blackboard assignments.

Half the teams will provide a preliminary presentation in class on November 2 and the remaining half will present on November 3. The preliminary presentation will be responsive to components 1-3 of the assignment.

A final presentation will take place in the form of a narrated power point, prezi, or video presentation occurring online through the course Blackboard site during week 15.

***e. Leadership Philosophy Paper 40%***

Write the *Leadership Philosophy Paper* that is 12-15 double-spaced pages in which you describe your philosophy of leadership, drawing upon course materials for context and theoretical support. A grading rubric will be posted to Blackboard in advance of the first day of the course. **APA citation format is required.**<sup>3</sup> This assignment is in lieu of a final exam and is due December 14.

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<sup>3</sup> The *Publication Manual of the American Psychological Association* (6th ed.) is available to students free of charge through the USC Libraries. Students may also find the following free online resource helpful:  
<http://owl.english.purdue.edu/owl/resource/560/01/>