

PPD 684: Leadership Development in the Public and Nonprofit Sectors
Fall 2015, Course # 51264

Location: USC University Park, Los Angeles
Room: RGL 215¹
Course Start Date: August 24
Campus Meeting Dates: September 26-27, December 5-6
9 AM – 4 PM on Saturdays; 9 AM – 3 PM on Sundays
Course End Date: December 16
Instructor: Ann Reyes, JD, PhD
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Office hours: By appointment

Required Text (available in traditional format or as a Kindle text)

Kellerman, B. (Ed.). (2010). *Leadership: Essential selections on power, authority, and influence*. New York, NY: McGraw-Hill. **ISBN-13:** 978-0071633840

Required journal articles and videos will be provided via the Blackboard course site.

Recommended Free Audio Text

* 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>

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.

¹ This room assignment is current as of August 14, 2015. Our room assignment is subject to change. Please check the course Blackboard site for all room change announcements.

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- **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 twenty 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.

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.

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.

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- 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 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 Section 11, Behavior Violating University Standards <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions>. 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>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu> or to the Department of Public Safety <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

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 weekly interactive assignments (approximately 1 hour each) aimed at engaging students with the readings, the course instructor, and (as time permits) one another.

In the context of the assigned readings for the week, students are required to respond to a discussion question posted to Blackboard by the instructor (**3-5 sentence response tied to the assigned readings**). Students must post their response by the end of the day (11:59 PM) on Sunday of the assignment week. Students are encouraged to interact with and respond to one another as well (time permitting, given the number of posts and the student's individual time constraints). **There is no expectation that all students should read and respond to every post from every classmate.** The reading and online assignment schedule appears below. Readings can be completed in advance, but postings and student/instructor interaction must occur within the assigned period outlined below (in order to comply with university policies).

Each post will be graded on a scale of 1-10 points. Scores of 5 and below are not considered graduate level quality and/or may represent a nonresponsive post to the

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question posed. Scores of 6-7 represent limited analysis and/or limited ties to course readings. Late postings will be penalized 1 point for each calendar day (or fraction thereof) that the posting is late. For instance, a posting with a date stamp of 12:01 AM on Monday will receive a 1-point deduction. **Questions/concerns about late posts should be directed to the instructor in advance of the due date.**

Week	Assignment	Posting Deadlines
1 (begins 8/24)	<ul style="list-style-type: none"> Post an introduction that outlines why you are enrolled in the course, what you expect to contribute to the group discussions, and what you hope to gain from your participation in the course. 	Post introduction by 8/30
2 (begins 8/31)	<ul style="list-style-type: none"> Read Kellerman text Part I through John Stuart Mill 	Post response to Discussion Board prompt by 9/6
3 (begins 9/8) Labor Day holiday on 9/7	<ul style="list-style-type: none"> Finish reading Kellerman text Part I 	Post response to Discussion Board prompt by 9/13
4 (begins 9/14)	<ul style="list-style-type: none"> Read Kellerman text Part II through Franz Fanon 	Post response to Discussion Board prompt by 9/20
5 (begins 9/21)	<ul style="list-style-type: none"> Finish reading Kellerman text Part II 	No post due to 9/26 in-class meeting
6 (begins 9/28)		No post due to 9/27 in-class meeting
7 (begins 10/5)	<ul style="list-style-type: none"> Read Kellerman text Part III through Mahatma Ghandi 	Post response to Discussion Board prompt by 10/11
8 (begins 10/12)	<ul style="list-style-type: none"> Finish reading Kellerman text Part III 	Post response to Discussion Board prompt by 10/18
9 (begins 10/19)	<ul style="list-style-type: none"> Read assigned journal article(s) and view assigned video posted on Blackboard 	Post response to Discussion Board prompt by 10/25
10 (begins 10/26)	<ul style="list-style-type: none"> Read assigned journal article(s) and view assigned video posted on Blackboard 	Post response to Discussion Board prompt by 11/1

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11 (begins 11/2)	<ul style="list-style-type: none"> • Read assigned journal article(s) and view assigned video posted on Blackboard 	Post response to Discussion Board prompt by 11/8
12 (begins 11/9)	<ul style="list-style-type: none"> • Read assigned journal article(s) and view assigned video posted on Blackboard 	Post response to Discussion Board prompt by 11/15
13 (begins 11/16)	<ul style="list-style-type: none"> • Finalize Leader Interview Project summary paper (see section c below) 	<u>Post response to Discussion Board prompt and Leader Interview Project summary paper by 11/22</u>
14 (begins 11/23)	No assigned reading	No post due to Thanksgiving holiday
15 (begins 11/30)	<p>No assigned reading</p> <ul style="list-style-type: none"> • <u>Small group discussions about Leader Interview Project on 12/5</u> • <u>Leadership Storytelling exercise on 12/6</u> 	No post due to 12/5 and 12/6 in-class sessions
Final Exam	There is no final exam for this course. The final assignment is a Leadership Philosophy Paper outlined in section d of the course syllabus.	<u>Post Leadership Philosophy Paper through Blackboard Turnitin link by 11:59 PM on 12/13</u>

b. In-Class Meeting Participation & Small Group Discussions 20%

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. Leader Interview Project 30%

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 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. Make 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 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 their findings regarding the alignment of the leader's core values with the mission and goals of the organization.

You will present your findings to the class on December 5 in the form of small group discussions. You will submit a 5-7 page double-spaced summary paper to the course Blackboard site by 11:59 PM on November 22 . **APA citation format is required.**²

d. Leadership Storytelling Exercise and Leadership Philosophy Paper 30%

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 December 13. The Leadership Storytelling Exercise is intended to help you develop a framework for your written Leadership Philosophy assignment and to think critically about and exercise your communication skills in a structured, focused way. More information about the Storytelling Exercise and Leadership Philosophy paper will be discussed during the in-class meetings on September 26 & 27.

² 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/>