



**PPD 675: Nonprofit Management and Leadership (4 units)**  
**Spring 2022 Mondays, 6pm- 9:20pm PST**

**Professor:** Nicole Esparza

**E-Mail:** neesparz@usc.edu

**Office Hours:** by appointment at <https://calendly.com/neesparz>

**Office Hours Zoom:** <https://usc.zoom.us/j/4884268965>

**Class Location:** Lewis Hall RGL 215

**Class Live Zoom (when needed)**

<https://usc.zoom.us/j/91634776451?pwd=L214STNPdEdxN1A1NEgzdXRWVlZkQT09>

Meeting ID: 916 3477 6451

Passcode: nonprofits

\*The Zoom link is also on Blackboard under tab "USC Zoom Pro Meeting"

## **Course Description**

This course provides an overview of management challenges associated with leading nonprofit organizations, particularly on the changes and challenges taking place in the sector as a whole. Readings emphasize the environment within which nonprofit work is performed, the distinctive characteristics of nonprofits that result from societal pressures, legal requirements, and cultural values, and if/how leadership in nonprofits differs from leadership in other sectors. Teaching in this course is structured to promote the integration of research and writing on nonprofit management with practical "real world" case studies of nonprofit organizations.

## **Course Overview and Learning Objectives**

The emphasis of the course is on thinking through the major leadership and managerial challenges that are a natural feature of the nonprofit sector, in particular the tensions between expenditures on mission and financial sustainability; increasing resources in the presence of altruistic behavior (*e.g.* donations and volunteering); and the roles of nonprofits as financial and information intermediaries.

## **Prerequisite**

It is suggested, but not required, that students take PPD 689 (The Nonprofit Sector and Philanthropy) before enrolling in this course.

## Office Hours

My email [neesparz@usc.edu](mailto:neesparz@usc.edu) is the best way to get a short easy answer to a question. But if you need to meet, please make an appointment with me using Calendly <https://calendly.com/neesparz>. For right now, due to Covid office hours are by Zoom. My office Zoom link is <https://usc.zoom.us/j/4884268965>. We can meet in person outside in the courtyard between Lewis Hall (RGL) and Verna and Peter Dauterive Hall (VPD).

## Course Website: Blackboard <https://blackboard.usc.edu/>

All of the main course materials are located on Blackboard. Blackboard is also where you will submit your assignments and find your grades. Everything is organized by date. There are also handouts in class.

## Reading Material

Each class is organized around assigned readings, which are posted on Blackboard according to week. Students are expected to read the assigned pages prior to the class in which they will be discussed, both to increase understanding of the lecture and to facilitate class discussion. Many classes have assigned case studies to go along with the primary readings. Students are expected to be able to discuss the cases in depth and to participate in class by drawing on their own experiences with nonprofit organizations and by reflecting on the assigned readings. In addition, students will be responsible for project-related research and reading, which can involve a variety of material that is specific to your team project.

## Reading Expectations

This course may seem like it has plenty of reading. I expect you to read everything. Some of the textbook readings are heavy, I expect you to skim it. There are many short, easy to read items that you will probably enjoy. Please read carefully the items that you are interested in. On the syllabus and on Blackboard you will see this symbol ∞ next to items, which indicates that you need to read it carefully.

## Text books

There are 3 books that we read select chapters from. All of the chapters assigned are on Blackboard. However if you are interested in reading more, each book is available online through USC Library. Here are the links to the books.

- *The Jossey-Bass Handbook of Nonprofit Leadership and Management*. 2016. Edited by David O. Renz and Robert D. Herman. Hoboken, New Jersey: Jossey-Bass.  
USC library link:  
[https://uosc.primo.exlibrisgroup.com/permalink/01USC\\_INST/hs9vaa/alma991042443031803731](https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991042443031803731)
- *Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals. Vol Second edition*. 2019. Edited by Darian Rodriguez Heyman and Laila Brenner. Wiley.

USC library link:

[https://uosc.primo.exlibrisgroup.com/permalink/01USC\\_INST/273cgt/cdi\\_askewsholts\\_vlebooks\\_9781119585527](https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi_askewsholts_vlebooks_9781119585527)

- *Engine of Impact : Essentials of Strategic Leadership in the Nonprofit Sector*. 2018. By William F. Meehan III and Kim Starkey Jonker. Stanford, California: Stanford Business Books.  
USC library link:  
[https://search-ebscohost-com.libproxy2.usc.edu/login.aspx?direct=true&db=nlebk&AN=1583460&authtype=sso&custid=s8983984&ebv=EB&ppid=pp\\_54](https://search-ebscohost-com.libproxy2.usc.edu/login.aspx?direct=true&db=nlebk&AN=1583460&authtype=sso&custid=s8983984&ebv=EB&ppid=pp_54)

## Grade Breakdown

Assignment	Due Date	Share of Grade
<i>Class Participation</i>		5%
<i>Reflection Papers</i>		
Reflection Paper #1	January 31	5%
Reflection Paper #2	February 7	5%
<i>Case Analysis Memos</i>		
Case Analysis Memo #1	February 28	10%
Case Analysis Memo #2	March 21	10%
<i>Group Project (30%)</i>		
Proposal	February 14	5%
Outline	March 28	10%
Presentation	April 25	15%
<i>Final Exam</i>	May 9	35%
		100%

The final grade for the course will be assigned as follows:

Letter Grade Scale	
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
72-70	C-
≤69	F

## Description of Assignments

### **Class Participation (5%)**

The success of the course depends on everybody's willingness to collaborate and forge an understanding of the readings and topics. Furthermore, the ability to articulate one's viewpoint in a clear and respectful manner is a valuable leadership skill. Five percent of the course grade will therefore be based on student willingness to speak in class, particularly to articulate understanding of the readings and to engage with others. Attendance in person or on Zoom is encouraged whenever possible. However, I except illnesses or other obligations may happen. Please let me know if you need accommodations and we will work figure something out.

### **Reflection Papers (10%)**

There are two reflection papers assigned worth 5% each. The instructions/ guidelines are posted on Blackboard under the tab "Guides and Rubrics for Assignments." The reflection papers are about 650 words in length (that is about 1-1.5 pages single-spaced max). They are **due at 10am before class via Blackboard**. Reflection papers will be primarily evaluated on the presentation of a thoughtful and well-integrated understanding of the readings and their related topics and successful application to a proposed course of action. Points may also be deducted for especially careless spelling, grammar, usage, punctuation, and formatting.

### **Case Analysis Memos (20%)**

There are two case study analyses assigned worth 10% each. The instructions/ guidelines are posted on Blackboard under the tab "Guides and Rubrics for Assignments." The memos are about 950-1500 words in length (that is about 2.5-3 pages single-spaced max). They are **due at 10am before class via Blackboard**. Your case memos will be evaluated based on your analysis of the case, the organization of your ideas, your ability to properly apply the theories and concepts discussed in class and the quality of your writing (e.g., spelling, grammar, punctuation, etc.). Your goal is to write as clearly, concisely, and directly as possible.

### **Group Project (30%)**

The class will divide itself into groups of three students. These groups will develop a 20 minute presentation on supplementary topic. The final class session will be primarily (or entirely) group presentations. The breakdown of the grade is 5% for a short project proposal early on in the class, 10% points for a detailed outline of the presentation handed in at a middle point, and 15% points for the final presentation. Each student will be graded separately. The instructions/ guidelines are posted on Blackboard under the tab "Guides and Rubrics for Assignments."

### **Final Exam (35%)**

The final exam will be a set of written case questions similar to the case analysis memos. The exam is a take-home exam and will be available Week 16 Sunday April 25<sup>th</sup>. Then we

will discuss any questions in class on Monday. The final exam will be due on Blackboard by **May 9th at 11:59pm**. This exam has to be completed by you alone.

### Submission Policy

All written assignments other than the take-home final exam are due via Blackboard by 10am the day of class. Diminished credit (-10%) will be given to assignments that are up to one week late; however, after that date, no credit will be given to assignments without prior approval.

### Course Schedule

Week	Date	Topics	Assignment Due 10am
<b>Week 1</b>	1/10	Overview of the Nonprofit Sector	
<b>Week 2</b>	1/17	MLK Day – No Class (Background material)	
<b>Week 3</b>	1/24	Characteristics and Elements of Leadership	
<b>Week 4</b>	1/31	Leadership Styles	Reflection Paper #1
<b>Week 5</b>	2/7	Leaders as Change Agents	Reflection Paper #2
<b>Week 6</b>	2/14	Mission, Vision, and Board Governance	Group Proposal
<b>Week 7</b>	2/21	Presidents Day – No Class	
<b>Week 8</b>	2/28	Strategic Planning and Direction	Case Analysis Memo #1
<b>Week 9</b>	3/7	Financial Sustainability	
<b>Week 10</b>	3/14	Spring Recess	
<b>Week 11</b>	3/21	Marketing and Public Relations	Case Analysis Memo #2
<b>Week 12</b>	3/28	Managing Up, Down, and Across	Group Outline
<b>Week 13</b>	4/4	Diversity, Equity, and Inclusion	
<b>Week 14</b>	4/11	Nonprofit Advocacy and Social Movements	
<b>Week 15</b>	4/18	Performance Measurement	
<b>Week 16</b>	4/25		Group Presentation
<b>FINAL</b>	5/9		Due May 9 <sup>th</sup> by 11:59pm

## Detailed Course Schedule

The course schedule below lists readings, assigned case studies, and notes. Any revisions to this syllabus will be posted on Blackboard and announced via class emails. ∞ This symbol indicates that you need to read it carefully.

### Week 1, January 10 Overview of the Nonprofit Sector

Meet on Zoom: <https://usc.zoom.us/j/91634776451?pwd=L214STNPdEdxN1A1NEgzdXRWVlZkQT09>

- ∞ Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals
  - Chapter 1 “Nonprofits in the United States.” (Read pages 5-14).

The Nonprofit Sector: A Research Handbook

- Chapter 1 “What is the Nonprofit Sector?”

### Week 2, January 17 Background on Nonprofit Management

▼ MLK Day, NO CLASS

The Jossey-Bass Handbook of Nonprofit Leadership and Management

- Chapter 3 “The Changing Context of Nonprofit Leadership and Management.”
- Chapter 6 “Executive Leadership.”

- ∞ Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals
  - “Introduction.”
  - Chapter 2 “Taking Charge of Your Nonprofit Sector Career.”

### Week 3, January 24 Characteristics and Elements of Leadership

∞ John P. Kotter. 2001. “What Leaders Really Do” *Harvard Business Review*, Dec2001, Vol. 79 Issue 11, p85-97. 10p.

Daniel Goleman. 2004. “What Makes a Leader?” *Harvard Business Review*, Jan2004, Vol. 82 Issue 1, p82-91. 9p.

∞ Matt Gavin. 2019, October 31. “How is Leadership Different from Management?” Harvard Business School Online Blog Retrieved from <https://online.hbs.edu/blog/post/leadership-vs-management> (Accessed January 10, 2022).

Libbie Landles-Cobb and Leah Karlins. 2017. *A Framework for Great Nonprofit Leadership*. The Bridgespan Group., January 2017.

## **Week 4, January 31    Leadership Styles**

Bill George, Peter Sims, Andrew N. McLean, and Diana Mayer. 2007. "Discovering Your Authentic Leadership." *Harvard Business Review* Feb2007, Vol. 85 Issue 2, p129-138. 9p.

W. Glenn Rowe. 2014. "Is Nonprofit Leadership Different from Business or Government Leadership?" *Journal of Nonprofit Education and Leadership* 4(2): 86-91.

∞ Braden Becker. 2019, June 2. "The 8 Most Common Leadership Styles & How to Find Your Own." Hubspot Retrieved from <https://blog.hubspot.com/marketing/leadership-styles> (Accessed January 10, 2022).

∞ Adrian Sargeant and Harriet Day. 2018. *A Study of Nonprofit Leadership in the US and Its Impending Crisis*. Sustainable Philanthropy with Plymouth University. **[Read pages 13-21]**.

**Assignment Due by 10am:** Reflection Paper #1

## **Week 5, February 7    Leaders as Change Agents**

∞ Fred C. Lunenburg. 2010. "Managing Change: The Role of the Change Agent." *International Journal of Management, Business, and Administration* 13(1): 1-10.

∞ Julie Battilana and Tiziana Casciaro, Tiziana. 2013. "The Network Secrets of Great Change Agents." *Harvard Business Review*, July-August 2013.

∞ Julie Battilana, Julie and Marissa Kimsey. 2017. "Should You Agitate, Innovate, or Orchestrate?" *Stanford Social Innovation Review*, September 18, 2017.

**Assignment Due by 10am:** Reflection Paper #2

## **Week 6, February 14    Mission, Vision, and Board Governance**

Engine of Impact : Essentials of Strategic Leadership in the Nonprofit Sector

- Chapter 1 "The Primacy of Mission"

∞ Raymond Fisman, Rakesh Khurana, and Edward Martenson. 2009. "Mission-Driven Governance," *Stanford Social Innovation Review*, Summer: 36-43.

The Jossey-Bass Handbook of Nonprofit Leadership and Management

- Chapter 5 "Leadership, Governance, and the Work of the Board."

∞ Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals

- Chapter 30 "Board Governance."

Case Study: Deborah Sontag. 2001. "Who Brought Bernadine Healy Down?" *The New York Times Magazine*, December 23.

**Assignment Due (Group) by 10am:** Short Project Proposal

## **Week 7, February 21 President's Day No Class**

## **Week 8, February 28 Strategic Planning and Direction**

∞ Michael Allison and Jude Kaye. 2015. "Introduction." *Strategic planning for nonprofit organizations: a practical guide for dynamic times*. Hoboken, NJ: John Wiley & Sons, Inc.

The Jossey-Bass Handbook of Nonprofit Leadership and Management

- Chapter 9 "Strategic Planning and the Strategy Change Cycle."

Engine of Impact : Essentials of Strategic Leadership in the Nonprofit Sector

- Chapter 2 "The Few Strategic Concepts that Matter."

Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals

- Chapter 5 "Strategic Planning: Turning a Dream into Reality."

Great Example: *Delivering Our Cause: Strategic Plan 2014-2017*. YMCA USA

∞ Case Study: LA Philharmonic and Walt Disney Concert Hall: Turnaround Vehicle? (A)

**Assignment Due:** Case Analysis Memo #1



## **Week 9, March 7      Financial Sustainability**

The Jossey-Bass Handbook of Nonprofit Leadership and Management

- Chapter 19 “Nonprofit Finance.”

∞ William Landes Foster, Peter Kim, & Barbara Christiansen. 2009. “Ten Nonprofit Funding Models.” *Stanford Social Innovation Review*, 7(2): 32–39.

∞ Engine of Impact : Essentials of Strategic Leadership in the Nonprofit Sector

- Chapter 6 “Money Matters: Funding as Essential Fuel.”

Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals

- Chapter 12 “Nonprofit Financial Management.”
- Chapter 17 “Fundraising: Knowing When to Do What.”
- Chapter 19 “How to Seek a Grant.”

**Assignment Due (Group):** Each group will submit detailed outline, which lists the major points in the presentation, division of tasks, any figures and tables, and references.

## **Week 10, March 14      Spring Break No Class**

## **Week 11, March 21      Marketing and Public Relations**

The Jossey-Bass Handbook of Nonprofit Leadership and Management

- Chapter 13 “Marketing for Nonprofit Organizations.”

Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals

- ∞ Chapter 24 “Nonprofit Marketing: The Why and How of Branding.”
- Chapter 29 “Public Relations for Nonprofits: Getting Exposure for Your Cause.”

∞ Nathalie Kylander and Christopher Stone. 2012. “The Role of Brand in the Nonprofit Sector.” *Stanford Social Innovation Review*, Spring 2012.

Manda Salls. 2005. “The Tricky Business of Nonprofit Brands.” Harvard Business School Blog Retrieved from <https://hbswk.hbs.edu/item/the-tricky-business-of-nonprofit-brands> [Accessed on January 10, 2022].

∞ Case Study: “Social Media and the Planned Parenthood Susan G. Komen for the Cure Controversy.” KSG Case 1975.0

**Assignment Due:** Case Analysis Memo #2

## Week 12, March 28      Managing Up, Down, and Across

Engine of Impact : Essentials of Strategic Leadership in the Nonprofit Sector

- Chapter 5 “Your Team of Teams.” [Pages 128-143]

Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals

- ∞ Chapter 8 Attracting and Hiring Staff: Acquiring the Best Talent
- Chapter 33 Volunteer Engagement and Management

∞ Christine Letts and Danielle Holly. 2017. “The Promise of Skills-Based Volunteering.” *Stanford Social Innovation Review*, Fall 2017.

**Assignment Due (Group):** Each group will submit a detailed outline, which lists the major points in the presentation, any figures and tables, and references

## Week 13, April 4      Diversity, Equity, and Inclusion

∞ Monisha Kapila, Ericka Hines, and Martha Searb. 2016. “Why Diversity, Equity, and Inclusion Matter.” October 6, 2016. Independent Sector. Retrieved <https://independentsector.org/resource/why-diversity-equity-and-inclusion-matter/> [Accessed January 10, 2022].

∞ Toggl. 2020. “6 Types of Unconscious Bias in Hiring.” Toggl hire Blog. Retrieved <https://toggl.com/blog/unconscious-bias> [Accessed January 10, 2022].

∞ Alex Daniels. 2022. “New Nonprofit Leaders of Color Bring Change but Also Face Hurdles.” *The Chronicle of Philanthropy*. January 20, 2022.

∞ Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals

- Chapter 9 How to Promote Diversity and Inclusion

∞ Robert Livingston. 2020. “How to Promote Racial Equity in the Workplace.” *Harvard Business Review*, September-October, 2020.

National Council of Nonprofits. [no date]. *Why Diversity, Equity, and Inclusion Matter for Nonprofits*. Retrieved <https://www.councilofnonprofits.org/tools-resources/why-diversity-equity-and-inclusion-matter-nonprofits> [Accessed January 10, 2022]. [You don’t need to read. This article has a lot of references on the topic].

## **Week 14, April 11      Nonprofit Advocacy and Social Movements**

∞ Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals

- Chapter 11 “Nonprofit Advocacy and Lobby.”
- Chapter 3 “Building Strong Social Movements.”

Leslie R. Crutchfield and Heather McLeod Grant. 2012. “Advocate and Serve.” *Forces for Good*. Jossey-Bass.

The Bridgespan Group. 2020. *Long-Distance Nonprofit Leadership - Giving Tuesday CEO Asha Curran*, January 22, 2020.

∞ Laura Deaton. 2021. “The Social Sector Needs a Meta Movement.” *Stanford Social Innovation Review*. June 21, 2021.

∞ Hildy Gottlieb. 2015. “Building Movements, Not Organizations.” *Stanford Social Innovation Review*. July 28, 2015.

∞ Celestine Bohlen. 2020. “Protest Movements Without a Public Face. Do 21st-century social struggles need traditional leaders, or are they better off without them?” *The New York Times*. October 7, 2020.

## **Week 15, April 18      Performance Measurement**

∞ Engine of Impact : Essentials of Strategic Leadership in the Nonprofit Sector

- Chapter 3 “Count What Counts.”

The Jossey-Bass Handbook of Nonprofit Leadership and Management

- Chapter 4 “The Many Faces of Nonprofit Accountability.”

∞ Mary Kay Gugerty and Dean Karlan. 2014. “Measuring Impact Isn’t For Everyone.” *Stanford Social Innovation Review*, April 2, 2014.

Steven Teles and Mark Schmitt. 2011. “The Elusive Craft of Evaluating Advocacy.” *Stanford Social Innovation Review* 9 (3): 38–43.

∞ Case: Staff. 2018. “The Gates Foundation’s Approach has Both Advantages and Limits.” *The Economist*. September 18, 2021.

## **Week 16, April 25      Class Presentations**

**Final: May 9                      Take-Home Final Exam Due by 11:59 P.M.**

### **Helpful Nonprofit Research Resources**

\*Best sources to find trending topics for group project

BoardSource	<a href="http://www.boardsource.org/">http://www.boardsource.org/</a>
Charity Navigator	<a href="http://www.charitynavigator.org/">http://www.charitynavigator.org/</a>
*Chronicle of Philanthropy	<a href="https://philanthropy.com">https://philanthropy.com</a>
Chronicle of Philanthropy Weekly Newsletter	<a href="https://www.philanthropy.com/account/newsletters">https://www.philanthropy.com/account/newsletters</a>
Council on Foundations (COF)	<a href="http://www.cof.org/">http://www.cof.org/</a>
Emerging Practitioners in Philanthropy	<a href="http://www.epip.org">http://www.epip.org</a>
*Forbes Nonprofit Council	<a href="https://www.forbes.com/sites/forbesnonprofitcouncil/">https://www.forbes.com/sites/forbesnonprofitcouncil/</a>
Foundation Center	<a href="http://foundationcenter.org/">http://foundationcenter.org/</a>
GiveWell	<a href="https://www.givewell.org/">https://www.givewell.org/</a>
Giving USA	<a href="https://givingusa.org/">https://givingusa.org/</a>
GuideStar	<a href="https://www.guidestar.org/">https://www.guidestar.org/</a>
Idealist	<a href="http://www.idealists.org">http://www.idealists.org</a>
*Independent Sector	<a href="http://www.independentsector.org">http://www.independentsector.org</a>
National Center for Charitable Statistics (NCCS)	<a href="http://nccs.urban.org">http://nccs.urban.org</a>
National Committee for Responsive Philanthropy	<a href="http://www.ncrp.org/">http://www.ncrp.org/</a>
*National Council of Nonprofits	<a href="https://www.councilofnonprofits.org/tools-resources">https://www.councilofnonprofits.org/tools-resources</a>
*Nonprofit Quarterly	<a href="http://nonprofitquarterly.org">http://nonprofitquarterly.org</a>
Nonprofit Resource Center	<a href="http://www.nprcenter.org/">http://www.nprcenter.org/</a>
Nonprofit Risk Management Center	<a href="http://www.nonprofitrisk.org/">http://www.nonprofitrisk.org/</a>
*NonProfit Times	<a href="https://www.thenonprofitimes.com/">https://www.thenonprofitimes.com/</a>
*Philanthropy News Digest (PND)	<a href="https://philanthropynewsdigest.org">https://philanthropynewsdigest.org</a>

- \*Southern California Grantmakers (chapter of COF) <https://socalgrantmakers.org/>
- \*Stanford Social Innovation Review (SSIR) <http://www.ssireview.org/>
- \*Urban Institute <https://www.urban.org/research-area/nonprofits-and-philanthropy>

## 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” [policy.usc.edu/scampus-part-b](http://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, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

### Academic Accommodations

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 the instructor (or to a TA) as early in the semester as possible. DSP is located in STU 301 and is open 8.30 AM to 5.00 pm Monday through Friday. Website and contact information for DSP:

[http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX), [ability@usc.edu](mailto:ability@usc.edu)

### Support Systems:

*Student Health Counseling Services - (213) 740-7711 – 24/7 on call*  
[engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call*  
[engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) | Title IX - (213) 740-5086*

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

*Bias Assessment Response and Support - (213) 740-2421*

[studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.

## **Assignments**

Remember to put your name on all assignments.

### **Reflection Paper #1 (Due January 31)**

Please read the four readings on “Leadership Styles” from this week. Then write a reflection paper about 650 words in length (that is about 1-1.5 page single-spaced max). This is worth 5% of your grade.

Prompt: Becker writes about the 8 most common leadership styles, which has been largely based on leaders in the for-profit sector. Sargent and Day write about the most common leadership styles adapted for the nonprofit sector.

Please reflect on your leadership style(s) drawing on these articles and give concrete examples of your styles. [You can be a maximum of two styles.] Finally, include your thoughts on if you think there is a difference between leadership styles in these different sectors.

### **Reflection Paper #2 (Due February 7)**

Please read Battilana & Kimsey article "Should You Agitate, Innovate, or Orchestrate?" and write a reflection paper about 650 words in length (that is about 1-1.5 page single-spaced max). This is worth 5% of your grade.

Prompt: Although Battilana & Kimsey acknowledge that many of these lines blur, please reflect on how you see yourself: are you an agitator, innovator, or orchestrator? Be sure to give me some concrete examples. Do you wish you were in another category, if so which one?

### **Case Analysis Memo #1 (Due February 28)**

TBA

### **Case Analysis Memo #2 (Due March 21)**

TBA

## **Group Project & Presentation**

The final meeting of the class will be used for group presentations. The group presentation has two goals: to encourage the collaborative skills and presentation abilities that are crucial to managerial and leadership positions, and to create “elective” teaching shaped by students’ interests.

The group project in total is worth 30% of the course grade. The breakdown of the grade is 5% for a short proposal, 10% for a detailed outline of the presentation, and 15% points for the final presentation. Each student will be graded separately.

### **Short Proposal (Due February 14)**

The first step is to form a project group with other students and to develop a very brief summary of the intended project. This should be about 1 page that defines the intended topic, explain why it is of interest to a class on nonprofit management and leadership, and sketch the intended research plan and include who is responsible for which parts.

Presentation topics should be chosen to complement the course material, either by adding an additional topic of interest to the topics already on the syllabus, or by contributing a fresh perspective to an existing topic. Possibilities include:

- A “current events” case study of a particular nonprofit organization’s decision-making in the news.
- A more in depth look at a nonprofit management or leadership topic.
- An introduction to a new topic in nonprofit management and leadership.

The short proposal will be graded on a credit/no credit basis. The purpose of this requirement is to make sure groups do not go too long working on an inappropriate idea or with no idea to work on. All proposals will receive guidance for successful development. Groups will be permitted to resubmit their proposals until a grade of “credit” is awarded.

### **Detailed Outline (Due March 28)**

- A detailed list of the major points and components of the presentation. Think of this as a “script” for the talk to be given.
- Any figures, tables, multimedia, readings, etc. that will be handed out or shown to the class, or a description of how these will be obtained and created.



- A “Reference” section of your sources. If you found it on the web, you can keep it simple and just give the title and the link.

The written outline will receive a letter grade based on its level of completeness and indication of successful completion of the presentation. At this stage, the content and structure of the project should be roughly complete. The main purpose of the outline is to spot potential problems before the presentation is crafted. Groups will be permitted to resubmit revised outlines once within one week of return for regrading. Though grades on the outline are intended to indicate whether a presentation is “on track,” a good outline grade does not promise a good presentation grade.

### **Group Presentations (April 25)**

Groups will each give a 20 minute presentation and 5 minutes for Q & A. Time limits will be strictly enforced.

There are no restrictions on the format of the presentation — students should consider the format most appropriate for the chosen subject. Time should be allocated for class discussion. All prepared materials and a final bibliography are to be handed in on the presentation date.

The goal of the presentations is to teach the class something new and useful. Groups will be evaluated through a combination of instructor assessment, peer assessment, and self-assessment. That is, in addition to the instructor’s private evaluation, members of the class will be invited to submit private feedback, and group members will be invited to evaluate themselves and their group members. This peer- and self-evaluation will be done through a confidential survey. This feedback is mandatory and will contribute to your class participation grade.

Grades will be based equally on content (does the presentation explain something useful and important to nonprofit management?) and clarity (is the material explained well and in a manner students find clear and memorable?).