“Effective Leadership in the Nonprofit Sector”
Washington University
University College Nonprofit Management Program
Session: Summer 2014 (SUM-3)
Course Number: U76 NPM555
Section: 31; Units: 3
Classroom: Cupples II L011
Online: Blackboard

Description: Students will examine leadership in the nonprofit sector and develop their own leadership style. Students will study traditional leadership styles including authoritarian, participative, and delegative; examine the differences in leadership in the nonprofit, for-profit, and government sectors; and explore the distinctive roles of nonprofit leaders, including the relationship between the nonprofit executive director and the board of directors, and the relationship between nonprofit leaders, volunteers, and staff. In addition to readings, student research will include interviews and discussions with real-world nonprofit leaders.

Course Goals/Objectives: Students will develop gain knowledge and basic skills necessary for providing leadership in the nonprofit sector. Students successfully completing this course will be capable of:

- contrasting 3-5 leadership styles
- identifying the leadership responsibilities of nonprofit boards, CEOs, staff and volunteers
- describing the relationship between the CEO and the board of directors
- applying a minimum of three decision-making tools/models
- describing styles of leaders in the St. Louis nonprofit sector through personal interaction

Schedule and List of Topics: This course meets the following Thursdays: 6/12, 6/19, 7/3, 7/17, 7/31 from 6 – 8:30 pm. During the eight-week course, students will explore these topics:

Week 1, June 12: Foundations of Leadership – Students complete a pre-survey asking them to describe their personal leadership traits and style. This is followed by an exploration of Lewin’s three traditional leadership styles: authoritarian (autocratic), participative (democratic) and delegative (laissez-faire). Students consider Lewin’s styles against other leadership definitions and apply the styles to historical and contemporary leaders. Class time will be reserved to review the expectations for the class, class reading list, grading criteria and instructions for the final research paper assignment.

Week 2, June 19: The Evolving Nonprofit Sector – Through an interactive class discussion students are asked to consider the role of philanthropy in American society, the differences between the nonprofit sector, for profit, and government. The discussion then focuses in on the role of responsibilities of the Nonprofit Board of Directors. During the latter part of class, students are provided a list of local leaders to contact for interviews. Students are asked to complete interviews with two local leaders during the eight weeks of the course. Students formulate questions to ask during class. Students will be expected to incorporate the discoveries made during the interviews into their final research paper. Guest speakers will visit class.
**Week 3** *(Blackboard meeting only): Ethical Decision-making – No in-person class.* By midnight Wednesday, Jun 25 students will be able to review the week’s discussion Blackboard. Students will be asked to consider and respond to three case studies that require ethical decision-making by nonprofit leaders. Students will be asked to distinguish between ethical dilemmas and legal responsibilities of running a nonprofit organization, as well as the outside forces that impact leaders. Each student will be responsible for posting to the discussion a minimum of three times by midnight on Wednesday, July 2 (assignment 1). The quiz will take place via Blackboard this week. Students may also use the time away from class to conduct interviews and work on their research papers.

**Week 4, July 3:** Levels of Leadership – Summary sheets for the first interview will be collected at the beginning of class and students will have the opportunity to share experiences from the interview. Students then will explore the relationship between the nonprofit executive director and the board of directors. Case studies examining this relationship and the resulting decision-making process will be presented and discussed with some focus given to the executive director’s role in leading fundraising strategies for the organization.

**Week 5** *(Blackboard meeting only): Leadership Skills – No in-person class.* Students will be asked to follow the protocol for participating in a Blackboard discussion as outlined in the week three description (assignment 2: 3 postings by midnight, July 2). Students will also complete an inventory of expected skills for emerging leaders by years of experience, contrasting functional skills versus content expertise. A lengthier reading will also be assigned with a related discussion on Blackboard.

**Week 6, July 17:** Staff and Volunteer Expectations of Leaders – Students consider the role of volunteers and staff in the nonprofit organization and what both expect from leaders. Discussion will also focus on practices for staff and volunteers to acquire leadership experience and skills.

**Week 7** *(Blackboard meeting only): Emerging Models of Leadership – No in-person class.* Students will be asked to follow the protocol for participating in a Blackboard discussion as outlined in the week three description, which will be posted by midnight Wednesday, July 23. Blackboard discussion will focus on generational differences of leadership, emerging styles and expectations (assignment 3). Summary sheets for the second interview must be emailed to the instructor by midnight Sunday.

**Week 8, July 31:** The first portion of class will be dedicated to two guest speakers. Students present a summary of their research paper in class. Each student will have seven minutes to present the findings of their paper and 3-5 minutes of discussion. Final paper to be turned in by end of week 8 class.

**Percentile grading scale:**

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<tr>
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<td>Below 60</td>
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Points by assignment:
Interview 1: 15% (150 pts.)
Interview 2: 15% (150 pts.)
Participation: 10% (100 pts.)
Assignments: 15% (150 pts. = 3/50 pts. each)
Quiz: 15% (150 pts.)
Final Paper: 30% (300 pts.)

Policy on late assignments: 5 points will be deducted for each late assignment.

Expectations for student attendance: You are expected to have an active presence within Blackboard (our online classroom) and that is one of the ways in which I will monitor your attendance in the course. I am able to see when last you logged into Blackboard and how much time you’ve spent in various areas of the classroom. The class is not self-paced because we have specific due dates for all assignments, but you will work on the course at your own convenience within those parameters. Lack of participation in discussions or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.


Top 10 Guidelines for discussion forum participation:
1. Be sure to write in the subject line to whom your message is addressed. Changing the subject line is the number one way to make sure your post is noticed by the intended recipient.

2. Be sure to sign your name at the bottom of your messages. Writing your name at the end of each message helps to clarify the author and helps your classmates remember who you are.

3. Before responding to a particular discussion topic, be sure to complete the reading assignment of the corresponding unit. Remember that the discussion topics are specifically tied to the readings. Be sure to take your time and write meaningful discussion forum postings. Your ideas and content are important, and issues such as grammar, spelling, accents, vocabulary, and sentence structure count as well. Be sure your posts are well-edited before you submit them, since unedited posts do not receive full points.

4. Participate in each discussion over several days within the lesson and avoid waiting until the due date to get started. Each discussion requires several posts from you, including replies to classmates. Waiting until the last day to participate minimizes the opportunity to interact with me and your classmates and makes discussion participation much less meaningful for you. It will also result in a loss of points.

5. Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, as it is a permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.
6. DON'T TYPE IN ALL CAPS. This is hard to read and is considered “shouting.”

7. Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.

8. No profanity will be allowed. This includes writing in punctuation. For example, ##%$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.

9. If you don’t know… ask. See section below on technical support.

10. Finally, the discussion forums are meant to be fun! Check in often to communicate with me and your classmates.

Technical support:
1. Blackboard works best in Mozilla Firefox. Some Blackboard features will not work well in Chrome or Internet Explorer. You can visit https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13 and click on “Browser Support” for more detailed information on which browser works best for Blackboard, based upon your computer’s operating system.

2. Be sure you have downloaded the most recent version Java. This is free software program which helps you to be able to access Blackboard. You can check which version of Java you currently have and update it (if necessary) by visiting www.java.com. Keep Java updated for best results.

3. Because computers are not perfect, PLAN on having technical issues at least once during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology do outweigh any issues that may arise. Just be ready to contact technical support in the event of difficulties. Send an email to ucbhelp@artsci.wustl.edu with any questions/problems concerning Blackboard. (This is technical support for any problems you experience within the Blackboard classroom only, not other external software). For a list of Frequently Asked Questions and Answers, go to: http://libanswers.wustl.edu/ and click on “Blackboard for Students” link.

Statement regarding academic honesty:
Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy: http://ucollege.wustl.edu/faculty/academic_integrity.
**Student Accommodations:**
Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff.

**Faculty Contact Information:**
Bret Heinrich  
Adjunct Instructor  
b.heinrich@sbcglobal.net  
815-830-7605

**Office hours:**
Email or leave phone message to schedule an appointment. Emails and phone checked frequently. Messages will be returned as promptly as possible.

**About the instructor:**
Bret Heinrich is President of the Association of Fundraising Professionals St. Louis Regional Chapter and a certified fundraising executive. He is Director of Advancement with the OASIS Institute where he guides national fundraising strategy. Prior to his 16 years of service with OASIS, Bret was a partner with The Laurasian Institution, a non-profit promoting cultural exchange between the U.S. and Japan. Bret is an Adjunct Instructor in the Washington University, University College in Arts & Sciences Non-profit Management program, a Charity Channel contributing editor; he has made numerous presentations including workshops for AFP, the St. Louis Planned Giving Council, Lindenwood University, the University of Missouri in St. Louis, the American Society on Aging, and the Fundraising Institute, Australia. Bret is an ordained minister through the General Council of Christian Churches. He earned a Master of Fine Arts degree in theatre performance from Western Illinois University and a Bachelor of Arts in English with secondary certification from Eureka College. Bret and his family reside in Kirkwood, Missouri.