“Effective Leadership in the Nonprofit Sector”
Washington University, University College Nonprofit Management Program
Session: Spring 2015 (SP2015)
Course Number: U76 NPM555.01 Units: 3
Classroom: January Hall 10A Online: Blackboard

Description: Students will examine leadership in the nonprofit sector and develop a written description of 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 current nonprofit leaders.

Course Goals/Objectives:
Students will 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 Thursdays from 6 – 8:30 pm. Half of the sessions take place in person (Classroom) and half take place online (Blackboard):

<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Location</th>
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<tbody>
<tr>
<td>1</td>
<td>15-Jan</td>
<td>Classroom</td>
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<td>2</td>
<td>22-Jan</td>
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<td>3</td>
<td>29-Jan</td>
<td>Blackboard</td>
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<td>4</td>
<td>5-Feb</td>
<td>Classroom</td>
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<td>5</td>
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<td>6</td>
<td>19-Feb</td>
<td>Classroom</td>
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<td>7</td>
<td>26-Feb</td>
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<td>5-Mar</td>
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<td>19-Mar</td>
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<td>10</td>
<td>26-Mar</td>
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<td>11</td>
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<td>9-Apr</td>
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<td>13</td>
<td>16-Apr</td>
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<td>14</td>
<td>23-Apr</td>
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<tr>
<td>15</td>
<td>30-Apr</td>
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<tr>
<td>16</td>
<td>7-May</td>
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**Class 1, January 15, Classroom:** 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 theories 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.

Homework: Read HBR, pages 163-177, “Discovering Your Authentic Leadership;” and read Forces for Good, pages 1-29, “Introduction” and “Forces for Good.”

**Class 2, January 22, Classroom:** The Evolving Nonprofit Sector – Through an interactive class discussion students are asked to consider the origin of philanthropy in American society, its role today, the differences between sectors and the implications of the current state of the sectors on nonprofit leadership today.


**Class 3, January 29, Blackboard:** Ethics and Accountability – 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 ethical filters leaders call upon when facing ethical decision-making. Each student will be responsible for posting to the discussion a minimum of three times.


**Class 4, February 5, Classroom:** 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 leadership staff. 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. Groups will be assigned for the group assignment. Guest speaker #1 will visit class.


**Class 5, February 12, Blackboard:** The Executive Director – Students will complete readings and participate in a discussion about the role of the chief executive in the nonprofit sector. Students will be asked to compare and contrast the leadership qualifications and traits of the nonprofit executive director with the chief executive from other sectors.

Class 6, February 19, Classroom: Women in Leadership – Students will consider the unique opportunities and challenges faced by women in the nonprofit sector. Guest speaker #2 will visit class. Students should have completed and turned in their first interviews by class 6. Group A presents Chapter 1 and Group B presents Chapter 2 from Forces for Good.


Class 7, February 26, Blackboard: Influences and Implications – Students will engage in discussions that build upon material from class two by taking an in-depth look at the current external and internal influences on the nonprofit sector and how those influences impact leadership and decision-making.

Homework: Read HBR, pages 97-113, “Crucibles of Leadership”

Class 8, March 5, Blackboard: Quiz available on Blackboard until 5 pm March 12.

Homework: Continue to work on Final Paper and other assignments over break.

Spring Break

Class 9, March 19, Blackboard: Leadership Skills – Students will be asked to follow the protocol for participating in a Blackboard discussion and to 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.

Homework: TBD on Blackboard.

Class 10, March 26, Classroom: The Leadership Role of the Board of Directors Group C presents Chapter 3 and Group D presents Chapter 4 from Forces for Good. Guest speaker #3 scheduled to visit the class.


Class 11, April 2, Blackboard: Emerging Models of Leadership – Students will be asked to participate in a BB discussion that will focus on generational differences of leadership, emerging styles and expectations. Summary sheets for the second interview must be emailed to the instructor by midnight Sunday.

Homework: See Blackboard.

Class 12, April 9, Classroom: 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. Group E presents Chapter 5 and Group 6 presents Chapter 6 from *Forces for Good*. A guest speaker will visit the class.


**Class 13, April 16, Blackboard: Functional Leadership Skills: Finance** – Students will examine the functional skills and styles necessary to succeed as a chief financial officer.

Homework: Read *Nonprofit Management 101*, pages 405-427, “Nonprofit Marketing,” and assignment #2, which is to post and defend an effective communications piece.

**Class 14, April 23, Blackboard: Functional Leadership Skills: Communications** – Students will present their assignment #2 work in BB and engage in a discussion about effective marketing and communications practices and consider the role communications has on organizational leadership.

Homework: Read Burk: “Hiring the People Who Lead,” pages 195-239; and one other reading TBD.

**Class 15, April 30, Classroom: Functional Leadership Skills: Development** – Students will examine the crucial leadership role the development professional plays as a liaison between donor and organization, facilitating an exchange around shared values.

Homework: Use the week to complete final papers and prepare presentations.

**Class 16, May 7, Classroom:** Each student will have seven minutes to present the findings of their paper and three minutes of discussion. Final papers are to be turned in by end of class.

**Percentile grading scale:**

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<tr>
<th>Points by assignment</th>
<th>% of Grade</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Interview 1</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>Interview 2</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Assignments (2)</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>Quiz</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30%</td>
<td>300</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>1,000</strong></td>
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**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 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.

**Required Texts:** *Harvard Business Review on Leadership* (2006); *Forces for Good* (2008). See also full class bibliography for additional resources.

**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 is a current member of the AFP International Board of Directors in the role of Chapter President’s Council Chair. A certified fundraising executive, Bret serves as Director of Advancement with the OASIS Institute where he guides national fundraising strategy. Prior to his 17 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 at the Washington University in St. Louis and Webster University. He has served as a Charity Channel contributing editor, and 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. Among his many community service roles, Bret is presently Vice President of the Kirkwood School District Foundation Board of Directors. 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.