“Effective Leadership in the Nonprofit Sector”
Washington University, University College Nonprofit Management Program
Session: Summer 2015 (SU2015)
Course Number: U76 NPM555.01 Units: 3
Classroom: Lopata Hall 103 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
- Articulating verbally and in writing their personal leadership style

Schedule and List of Topics: This course meets Thursdays from 6 – 8:30 pm with some sessions taking place in person (Classroom) and others taking 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>11-Jun</td>
<td>Classroom</td>
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<td>2</td>
<td>18-Jun</td>
<td>Blackboard</td>
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<td>3</td>
<td>25-Jun</td>
<td>Blackboard</td>
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<td>4</td>
<td>2-Jul</td>
<td>Classroom</td>
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<tr>
<td>5</td>
<td>9-Jul</td>
<td>Blackboard</td>
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<td>6</td>
<td>16-Jul</td>
<td>Blackboard</td>
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<td>7</td>
<td>23-Jul</td>
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<tr>
<td>8</td>
<td>30-Jul</td>
<td>Classroom</td>
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Pre-semester assignment: Prior to the first class, please read HBR, pages 163-177, “Discovering Your Authentic Leadership;” and read Forces for Good, pages 1-29, “Introduction” and “Forces for Good.”
Class 1, June 11, 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.


Class 2, June 18, Blackboard: Ethics and Accountability – Students will be asked to watch the Simon Sinek Ted Talk, “Start With Why”: https://www.youtube.com/watch?v=sioZd3AxmnE and respond to questions related to the video. Students will also 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 3, June 25, Blackboard: Levels of Leadership – Students will explore the relationship between the nonprofit executive director, the board of directors and leadership staff. Questions 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.


Class 4, July 2, Classroom: Women in Leadership – Students will consider the unique opportunities and challenges faced by women in the nonprofit sector. A guest speaker will visit class. Students will share their presentations from the Forces for Good assignment.


Class 5, July 9, Blackboard: Complete mid-term quiz on Blackboard. Students will also be asked to participate in an online discussion about practical applications of leadership based on the readings assigned for Class 4 homework.

Homework: read: Patients Come Second, intro, chapters 1-2 (pages 1-45); and “Snapshot 2014: Rising Tide of Expectations: Corporate Giving, Employee, Engagement and Impact.”
Class 6, July 16, Blackboard: 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. Students will also be asked to respond to emerging expectations from corporate funding partners as described in the “Snapshot 2014” reading.


Class 7, July 23, Blackboard: 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 8, July 30, 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:
100–90 A
89 – 80 B
79 – 70 C
69 – 60 D
Below 60 F

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<thead>
<tr>
<th>Points by assignment</th>
<th>% of Grade</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Interview</td>
<td>15%</td>
<td>150</td>
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<tr>
<td>Assignment 1</td>
<td>10%</td>
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<tr>
<td>Assignment 2</td>
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<tr>
<td>Participation</td>
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<td>100</td>
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<tr>
<td>Forces for Good Presentation</td>
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<td>100</td>
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<tr>
<td>Quiz</td>
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<td>150</td>
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<tr>
<td>Final Paper</td>
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<tr>
<td>Total</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. 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). Both are available in the bookstore. 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 ucbhhelp@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.
Bret L. Heinrich, MFA, CFRE
Professional Biography: May 5, 2015

Bret Heinrich has dedicated his life to service and the social sector. He is Director of Advancement with the OASIS Institute, a national 501 (c)(3) organization dedicated to a mission of promoting successful aging for adults age 50 plus through lifelong learning, health programs and volunteer engagement. At OASIS Bret has led national fundraising strategy for more than 18 years. He is responsible for a $5 million annual budget for the OASIS national headquarters and guiding staff and volunteers in 47 cities for raising an additional $5 million. Prior to OASIS, Bret was a partner with The Laurasian Institution, a non-profit promoting cultural exchange between the U.S. and Japan.

Bret is President of the Association of Fundraising Professionals (AFP), St. Louis Regional Chapter and in 2014 was elected by his AFP peers to the Association’s International Board of Directors. As a certified fundraising executive, Bret has been honored to serve in AFP roles on both the international and local level including service as a member of the International Diversity Arts Showcase task force, as Vice President of Finance, and Diversity and Inclusion Committee Chairman. He has made numerous presentations for AFP, the St. Louis Planned Giving Council, the American Society on Aging, and the Fundraising Institute, Australia.

Bret believes in serving his local community. In 2015 Bret was elected to the Kirkwood School District R-7 Board of Education in Kirkwood, Missouri. He is also Vice President of the Kirkwood School District Foundation Board of Directors. Nationally, Bret serves on the Albuquerque OASIS Board of Directors and has served in leadership roles on other nonprofit boards.

Bret serves an Adjunct Instructor in the Washington University Nonprofit Management Program and in the Webster University Nonprofit Management Program. He is a past contributing editor Charity Channel, and served as an adjunct instructor at Tokyo International College. He is an ordained minister through the General Council of Christian Churches. Bret 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.