Instructor Office Hours: Tuesdays 4:00 – 7:00 pm; additional hours by appointment

Course Description:

This course is especially designed for students who aspire to be on the cutting edge of leadership of emerging trends and issues for 21st century leaders in the non-profit sector. Students will have the opportunity to explore and understand strategies needed for leadership and management within and across non-profit organizations and influential sectors. The course will expose students to exemplary leaders and effective leadership approaches used within health and human service organizations. Over the course of seven weeks, students will have the opportunity to build a cumulative understanding of methods, strategies and activities used to establish cross-sector partnerships, manage issues related to governance, political relationships, politics, planning, and financing. Students will engage with leaders to identify current challenges, opportunities and solutions to impact the quality and effectiveness of third-sector agencies and their collaborating partners. The course will include a blend of short lectures, case studies and practice opportunities to engage and build support for leaders and managers within the third sector.

Course Materials: A small selection of readings will be listed on the Canvas site. All students are expected to read all required readings prior to class.

Course Goals: The “third sector” is used to describe non-governmental agencies that are non-profit and charitable in their focus. The goal of this course is to introduce students to the types and functions of non-profit entities that serve the most vulnerable populations in society. Students will engage in classroom and independent research activities that will provide an introduction to the skills and competencies in which current and future leaders need, in order to address persistent and emerging issues in society. Students completing the course will be introduced to an array of leadership and management practices within community based-organizations, philanthropy and government agencies serving communities in Michigan and across the nation.
**Competencies:** Students who complete this course will have the opportunity to engage in activities that introduce the following leadership and management competencies:

1. Organizing and constructing professional materials and presentations,
2. Designing and communicating influential messages
3. Developing strategies and techniques to establish effective equity-based partnerships
4. Conducting an analysis and review of contextual factors impacting non-profit leadership
5. Interviewing and designing organizational assessments
6. Developing and organizing strategic planning activities
7. Application of adaptive leadership principles for managing within a dynamic sector
8. Assessing and interpreting organizational financing and sustainability.
9. Identifying and managing local politics, legal parameters and political influences

**Course Requirements:**
We have only seven sessions together, and attendance in class will be necessary in order to participate in the hands-on activities and complete weekly assignments.

1. **Class Participation:** This is an applied learning course and therefore students will be expected to actively participate in classroom and group discussions, and demonstrate leadership by engaging in shared learning activities.
2. **Research and Development:** Each student will be required to create a learning portfolio developed by engaging leaders and organizations within the third sector. Students will be provided short investigative assignments, which will include conducting interviews with leaders and/or conducting research on organizations, to identify and describe specific leadership practices and approaches.
3. **Professional Presentation:** Students will be asked to prepare and present a communication short leader’s monologue to inform or support the mission of a third sector organization.
4. **Readings:** Select readings will be provided through Canvass – or distributed in class.
5. **Cumulative Paper:** Over several weeks during the course, students will collect information (see item #2 above) that will be compiled and presented as a final paper. Students will be required to review, assess and identify opportunities to strengthen leadership within a third sector agency.

**Assignments and Grading:**
All assignments will be graded using a point system, with a maximum class total of 100 points, with the opportunity to earn a maximum of (3) extra credit for deliverables that exceed expectations beyond the requirements of the assignment.

**Grading Scale**

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<th>Total Points</th>
<th>Grade</th>
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<tr>
<td>96 – 100+</td>
<td>A+</td>
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<tr>
<td>90 - 95</td>
<td>A</td>
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<tr>
<td>89 - 85</td>
<td>A-</td>
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<tr>
<td>84 - 70</td>
<td>B</td>
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<tr>
<td>&lt;70</td>
<td>Incomplete</td>
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Points are awarded based on the following criteria:

- Fidelity to the required assignment – Fulfills each of the components of the assignment
- Clarity and Care in gathering or presenting information – Presents information in a professional manner
- Reflects transformational, adaptive and innovation in thinking – applies information
- Submission aligns with due date

20% Class Participation and Attendance (20 pts.)
10% Class Presentation (10 pts.)
50% Building a Portfolio – Short Assignments/Homework (50 pts.)
20% Culminating Final Paper (20 pts.)

Assignments: Due Dates:

I. Portfolio Short Assignments
II. Communicating with Influence
III. Final Culminating Paper

March 26, 2019
April 9, 2019
April 16, 2019

All class sessions begin at 4:00pm and last 3 hours unless otherwise noted. All short assignments should be completed within 7-10 business days. The course will move very quickly, and the assignments are designed to build upon one another – so it will not be prudent to delay in completing each of the short assignments.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>3/5/2019</td>
<td>Introduction to Class/Course, Introduction to the Third Sector, Review of current framework(s) for leadership and management Explore: Areas of Interest Sharing: Leadership and Management Strengths and Competencies in non-profit organizations <strong>Assignment:</strong> Organizational Selection</td>
<td>Phyllis D. Meadows</td>
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<tr>
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<td>3/19/19</td>
<td>Third Sector Governance and Regulations Partnerships and Engagement, Creating a Leadership Agenda Exploring: Cross-sector partnerships Assignment: Board membership and by-laws</td>
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<td>4/9/19</td>
<td>Creating a Strategic Plan: Tools, resources, activities and implementation.&quot; Exploring: Mapping, targeting</td>
<td>Phyllis D. Meadows</td>
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and strategic engagement and programming design.

Assignment: Structuring the Final Paper,

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<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
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<tr>
<td>4/16/19</td>
<td>Staffing and Workforce Development, Evaluation and Quality Improvement</td>
<td>Phyllis D Meadows</td>
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<td>Explore: Leadership approaches for retention, recruitment, attrition</td>
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<td>and managing staff turn-over</td>
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<td>Final Paper Due</td>
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**Classroom Expectations/Etiquette:**

Students are expected to practice professionalism in interacting with the instructor and colleagues and professionals within and outside of the classroom. The use of lap-tops is expected, and students are encouraged to use journal style note-books to capture assignments and notes. Students are expected to actively engage in all classroom assignment, bringing their skills and experiences in the service of fellow students working through case studies and applied activities. A spirit of inquiry, inclusion, mutual benefit and respect is expected to be the dominant approach with all aspects of communication.

**Additional Information:**

Copies of all handouts, assignments, and power point slides can be found on the Canvas site. Please note: Not all class lectures will include power point slides or advance materials. Students will be required craft their own style of note taking, and to review hand-outs in class. Students should have their laptops available as a resource to support in-class activities.

**Course Topics/Reading List:**

Advance readings are provided on the Canvas site.

**FORD SCHOOL OF PUBLIC POLICY INCLUSIVITY STATEMENT**

Members of the Ford School community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
• appreciate the opportunity that we have to learn from each other in this community
• value one another’s opinions and communicate in a respectful manner
• keep confidential discussions that the community has of a personal (or professional) nature
• use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the UM community

ACADEMIC INTEGRITY

The Ford School academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. We hold all members of our community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the Ford School promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty, plagiarism and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Plagiarism involves representing the words, ideas, or work of others as one’s own in writing or presentations, and failing to give full and proper credit to the original source. Conduct, without regard to motive, that violates the academic integrity and ethical standards will result in serious consequences and disciplinary action.

The Ford School's policy of academic integrity can be found in the MPP/MPA, (link is external) BA (link is external), and PhD Program (link is external) handbooks. In addition, information regarding academic dishonesty, plagiarism and misconduct and their consequences is available at: http://www.rackham.umich.edu/current-students/policies/academic-policies...

Accommodations for Students with Disabilities:

If you believe you need an accommodation for a disability, please let your instructor know at your earliest convenience. Some aspects of courses may be modified to facilitate your participation and progress. As soon as you make your instructor aware of your needs, they can work with the Services for Students with Disabilities (SSD) office to help determine appropriate academic accommodations. Any information you provide will be treated as private and confidential.

Student Mental Health and Well-Being Resources:

The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impacts students’ academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) and/or University Health Service (UHS). For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/
Please review additional information and policies regarding academic expectations and resources at the Ford School of Public Policy at this link:

http://fordschool.umich.edu/academics/expectations