

Pub Pol 587.201
Location: 1220 Weil
Public Management: “Leadership Within the Third Sector”

Winter 2020
Tuesdays 4:00 – 6:50 pm
Instructor:
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Instructor Office Hours: Tuesdays 2:00 – 4:00 pm; additional hours by appointment

Course Description:

This course is especially designed for students who aspire to be on the cutting edge of leadership, including 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 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 number of readings will be listed on the Canvas site or distributed in class. All students are expected to read all required readings for discussion in 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 collaborative 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. Identifying and understanding contextual factors impacting non-profit leadership abilities
5. Interviewing and conducting 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 (Learning Components):

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. Attendance is essential for engaging in the classroom learning.
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 complete 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 (short Ted-like talk) to inform or support the mission of a third sector organization and leadership development
4. **Readings:** Select readings will be provided through Canvass – or distributed in class.
5. **Leadership Lessons:** Students will be expected to build a reflective narrative to highlight lessons learned and goals for leadership.

Assignments and Grading:

There are basically two assignments required for the course. Points are awarded on assignments based on the following criteria:

- **Fidelity** to the required assignment – Fulfills each of the components of the assignment
- **Clarity** – Information is clear and concise
- **Accountability** - Presents information in a professional manner
- **Integrative** – Captures and applies content presented in class.

30% Class Participation and Attendance

30% Communicating w/Influence Presentation

30% Leadership Summary Document

10% Reflections Summary

Assignments:**Due Dates:**

II. Communicating with Influence

April 14, 2020

III. Final Summary Documents

April 21, 2020

All class sessions begin at 4:00pm and last 3 hours unless otherwise noted. 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.

Date	Topic	Presenter
3/10/20 <i>Week #1</i>	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 Practice: Organizational Selection	Phyllis D. Meadows
3/17/20	Overview of Contextual Issues Leading with Mission and Values Third Sector Structures and Practice Exploring: Mission and Goals Practice: Clarifying Mission Building Process/Strategic Planning	Phyllis D. Meadows *Class will dismiss early and students will receive group study project.
3/24/20	Third Sector Governance and Regulations Partnerships and Engagement, Creating a Leadership Agenda Exploring: Cross-sector partnerships	Phyllis D. Meadows

	Assignment: Board membership and by-laws	
3/31/20	Organizational Leadership and Financing – funding, sustainability and fund-raising Exploring: Technical and Financial Resource (funds, fees etc.) Engaging Philanthropy. Practice: Mapping current and future funding options	Phyllis D. Meadows
4/7/20	Influence, Power, Advocacy and Communications Exploring: Cross-sector relationships, managing competition and partnership engagement. Assignment: Outlining a portfolio	Phyllis D. Meadows
4/14/20	Creating a Strategic Plan: Tools, resources, activities and implementation.” Exploring: Mapping, targeting and strategic engagement and programming design. Assignment: Structuring the Final Paper, Influential Communications, class presentations.	Phyllis D. Meadows
4/21/20	Staffing and Workforce Development, Evaluation and Quality Improvement Explore: Leadership approaches for retention, recruitment, attrition and managing staff turn-over Final Paper/Portfolio Due	Phyllis D Meadows

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 laptops is expected, and students are encouraged to use journal style notebooks 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 handouts in class. Students should have their laptops available as a resource to support in-class activities.

Course Topics/Reading List:

Advance will be provided on the Canvas site. Some short reading assignments may be provided in class.

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>