# **University of Montana**

**Department of Public Administration and Policy**

**NPAD 267: Leadership in Public and Nonprofit Organizations**

**Spring 2021 (Online)**

## Instructor Information

Dr. Anna-Margaret Goldman

* Zoom Office ID: <https://umontana.zoom.us/my/annamargaretgoldman>
* Office: LAW 147 (west side of bldg. near entrance)
* Email: anna-margaret.goldman@mso.umt.edu
* Office Hours: Tuesdays from 9:30-12:00, Thursdays 1:00-3:30, or email for another time, schedule an appointment at <https://appoint.ly/s/drgoldman/officehours>. Office hours will be held at <https://umontana.zoom.us/my/annamargaretgoldman> **unless arranged on phone or in person**

Teaching Assistant: Camille Biazzo

* TA Office Hours: TA Office Hours: Tuesday, Wednesday, or Thursday at 12:00-1:00 pm or email for another time, schedule an appointment by emailing at [camille1.mcgoven@umconnect.umt.edu](mailto:camille1.mcgoven@umconnect.umt.edu). Office hours will be held at <https://us04web.zoom.us/j/4575328634?pwd=enRCTnAxQWUycVo4SHdxZ2Vpcnppdz09> **unless arranged on phone or in person**

## COVID Safe Policy: Central to our public service mission is collectively working together. Although this course does have assignment deadlines that should be followed, the Department asks that if you are sick or become sick, to please work with the department chair and course professor to develop a plan for successful completion in this course. The Department will follow federal, state, local, university and CDC guidelines for COVID-19. If a student, a member of their family or immediate social group becomes symptomatic~~,~~ please follow federal, state, local, university, and CDC guidance and work with DPAP department chair and course professor to complete required coursework. Please take the time to review our [Department’s COVID-Safe FAQ guide](https://www.umt.edu/law/mpa/covidfall2020faqguidefinal.pdf).

## Communication with the Professor

Please allow for up to 24 hours for a response. Student email inquiries sent over the weekend, will be addressed on Mondays. If you are not able to meet during the office hours listed above, please email your professor to set up an appointment to meet over Zoom at a more convenient time.

## Course Objectives

This course will have two primary foci. The majority of the course will focus on leadership. A combination of lectures and group activities will help to reinforce the theories and practices of leadership. Is leadership something you’re born with or is it something that must be learned? This half of the semester will be an opportunity for your own self-reflection. Special activities will help you better understand yourself and the kind of leader you may wish to be.

The last part of the semester will focus on human resources or, more specifically, public personnel administration (PPA). Sometimes it is called public personnel management (PPM). We will use all 3 terms interchangeably. This half of the semester will require less self-reflection and focus on the learning of specific applications in personnel administration important to any work environment (here, we focus on public organizations).

## Student Learning Outcomes

By the end of the semester, students should be able to:

1. Understand the differences between a leader, manager, and boss

2. Differentiate between public and nonprofit organizations

3. Demonstrate critical analytical skills

4. Demonstrate public speaking and workforce training skills

## Required Course Materials

1. Hughes, Richard, Ginnett, Richard, and Gordon Curphy. (2019) *Leadership: Enhancing the Lessons of Experience*. 9th edition. New York: McGraw Hill

* + *Please Note*: this is HGC in course reading schedule

2. Moodle – additional readings/podcasts will be assigned and posted on Moodle

# **Course Expectations**

**Using Moodle**

This is an online course, therefore each student is required to check our course site once per day. Here is the link for [Moodle access](http://umonline.umt.edu/). All lectures, additional readings and assignment submissions are completed through Moodle. If you are unfamiliar with Moodle, [Moodle 101 for Students](http://moodle.umt.edu/course/view.php?id=979) offers a free training course (open to all students) on how to use the site properly.

**Technology Issues**

Please make sure that your Internet browser settings meet the requirements to be Moodle compatible. Call UM Online by phone, (406) 243-4999 or email [umonline-help@umontana.edu](mailto:umonline-help@umontana.edu) if technological problems arise. There is no on-call assistance during nights and weekends. For a total Moodle system failure, students will be sent an email by the University of Montana.

**Weekly Updates & Lectures**

Each week, students are provided a weekly update via email and a lecture from the instructor. Updates are intended to be short, provide feedback, and overview of any assignments due for the week.  Lectures are longer and dive into the materials for each week. ***If not already posted, lectures will be published no later than Monday evening of each week – this is to provide timely information for the class.***

**Grading**

The instructor will grade assignments within 10 days after submission unless otherwise noted.

**Guidelines for Written Work**

Unless noted**, all** written assignments should meet and use following criteria:

1. All work must be typed, double-spaced, utilize 12 point font, and have one inch margins.
2. Citations should follow a proper style guideline such as, MLA, Chicago, or APA – pick what works for you (in-text citations and a reference page are also required)

- Use scholarly sources to complete assignments (not Wikipedia)

1. Assignments are due on the date/time listed in the course schedule; late assignments will not be accepted.
2. All assignments must be turned in electronically via Microsoft Word to Moodle. If the instructor cannot open the document, the student will not receive a grade. Submission of assignments via e-mail will not be accepted unless specific arrangements have been made.
3. Student collusion is not allowed for individual assignments and will be treated as an act of plagiarism.

## Assessment of Student Learning Outcomes

Zoom and Discussion Board Participation **(70 points possible, 10 points each)**

### *Discussion Boards*

The discussion board is an opportunity to engage with students in the class and reflect on class readings, lectures, and your own thoughts on leadership. **Initial responses should be completed on Wednesdays at 11:59 PM and you should respond to at least two of your peers by Sunday at 11:59 PM.** For full credit, you should respond to students throughout the week and reference course materials and the weekly lecture in your answers. Directions for each of these activities will be provided on Moodle as the date for them draws closer.

### *Zoom*

Zoom meetings are scheduled for the first week of class, mid-semester, and for final presentations. If you cannot make the first two Zoom sessions, there will be a recording of the session. You can answer questions about the recording to receive the 10 points for the session.

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| Week 1: Zoom-Class Introductions and Review Syllabus |
| Week 3: Discussion Board |
| Week 4: Discussion Board |
| Week 7: Zoom mid-semester check in |
| Week 9: Discussion Board |
| Week 14: Discussion Board |
| Week 15: Zoom-Final Presentations |

Written Assignments **(50 points possible, 25 points each)**

The class will have two guest speakers throughout the semester. Students write a 1 page review of the guest lecture and submit two questions for the guest speaker in advance. Please see the course schedule for due dates. The 1 page review should summarize what makes the person a leader and what leadership style they exhibit. In general, all papers should be clear, concise and error-free. All proper essay formatting applies (include your name, page numbers, double-spaced, 1 inch margins, etc.). If you reference another work or someone else’s idea, be sure to cite it (otherwise it is plagiarizing). **To receive full credit, you need to submit questions for the speaker in advance in Moodle.**

**Due Date: Saturday February 13th 11:59pm**

**Saturday April 3rd 11:59pm**

Research Project: Shadow Analysis and Presentation (**250 points)**

Each group is required to “discover” and “connect” with a leader in Montana. This leader must be affiliated with a public or non-profit agency. The student should not personally know this leader (i.e., no family or close friends), though perhaps the student has heard of them. The leader should not be at the same place of work as the student. The goal is for you to go out and meet someone virtually, learn about their organization, and find out their views on leadership and being a leader. This is a key opportunity for you to search out possible organizations for internships and future work.

As your final paper, the Leader Shadow Analysis is to be 8 pages minimum, but no more than 10 pages. You should give detail of your leader and critically look at the views this leader has toward leadership: is it part of her/his success? Of the different leadership styles and theories we discussed, which best describes your leader? Include an Appendix with your interview questions and responses.

* **One Page Overview (40 points out of 250): Saturday February 20th at 11:59pm**

The overview of your paper should discuss who you will be interviewing, what organization they lead, the mission of that organization, and why you selected this person and organization. The paper should be one page, double spaced, in size 12 font.

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| --- | --- |
| Proper Format (size 12 font, 1 inch margins, legible font, organized, headers if needed) | 10 points |
| Content: Name of org, mission, description, and why of person/org | 20 points |
| Well organized prose, grammatically correct, proper use of citations | 10 points |

* **Interview Questions (10 points out of 250): Saturday March 6th at 11:59pm**

You should compose 8-10 interview questions for your leader and submit these before conducting your interview. Your questions should highlight themes from the reading.

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| Content: 8-10 questions, utilizing knowledge from course materials | 5 points |
| Well organized questions that are grammatically correct | 5 points |

* **Draft-Sections 1 and 2 (50 points out of 250): Saturday April 10th at 11:59pm**

This should be a draft of your introduction and leadership style as described below. You will get feedback from this draft that should be implemented into your final research paper.

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| Proper Format (size 12 font, 1 inch margins, legible font, organized, headers if needed) | 10 points |
| Content: Introduction, 2-3 pages on the background of your leader | 10 points |
| Content: At least 3 leadership styles discussed and applied to your leader, readings and course materials should be referenced | 20 points |
| Well organized prose, grammatically correct, proper use of citations | 10 points |

* **Final Research Paper (100 points out of 250 points): Saturday May 1st at 11:59pm**

Your final papers should be organized in the following order:

1. Introduction (2-3) pages: Discussion and background of your leader. This part of the paper will likely be 2-3 pages long, but could be longer.
2. Leadership Style (5-6) pages: We will discuss a plethora of leadership styles and theories in this class. Explain a few (at least three) of these theories to help best to describe your leader.
3. Evaluation and Conclusion (3-4) pages: The evaluation of your leader should critically assess the views this leader has towards leaderships – is this part of his/her success? Any areas of improvement, etc.
4. Reference Page/In Text Citations are required, see me if you do not understand.

* *Please Note:* Cite the information you get in the interview the same way you would any other information.  Here is an example: “Personal Interview, 23 December 2006, Frank Thompson, Director of Parks and Recreation, City of Redmond, Oregon.”

***How Will You Be Evaluated?***

A Range: uses appropriate college-level writing, formatted with clear organization of ideas, correct grammar and citations, and follows all assignment instructions.

B Range: attempts to organize ideas, but not clearly laid out, uses correct grammar and citations and follows assignment instructions.

C Range: unorganized writing format, some grammatical errors, come citation errors, does not follow all assignment instructions.

D-Below: unorganized writing format and does not follow assignment instructions

* **Research Presentations (50 points out of the 250**): **TBD during the last week of class**

During the last week of class, student groups are required to provide a 8-10 minute (no longer) PowerPoint presentation of their projects. The presentation should summarize the findings from your research paper. Course readings and materials need to be referenced for full credit on the presentation.

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| Communicates themes from research paper in a logical, thought out manner uses appropriate language and tone | 15 points |
| Provides context of materials and references theorists and themes discussed throughout the semester | 15 points |
| Satisfactorily answers questions posed by fellow students/instructor, provides insight into the study of public service and nonprofits as a discipline | 10 points |
| Presentation is 8-10 minutes long, PowerPoint is clear and concise | 10 points |

## Totals Points for the Course

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| --- | --- |
| Zoom and Discussion Board Participation | 70 points (10 points each) |
| Written Assignments | 50 points |
| Research Project: Shadow Analysis   * One-page Overview-40 points * Interview Questions-10 points * Draft (Sections 1 and 2)-50 points * Presentation- 50 points * Final Project-100 points | 250 points |
| **TOTAL** | **370 points** |

## Grading Policy

The University of Montana uses the plus/minus grading system and a credit/no credit system (the CR/NCR replaces the Pass/Fail system used in the past). General education courses must be taken using the traditional letter grade to count toward one's general education requirements. To accommodate the plus/minus system the grading scale shown below will be used. The instructor will grade assignments within 10 business days after the deadline unless otherwise noted.

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Point Scale** | **Point Range** | **GPA** |
| A | 93-100 | 8 points | 4.00 |
| A- | 90-92 | 3 points | 3.67 |
| B+ | 87-89 | 3 points | 3.33 |
| B | 83-86 | 4 points | 3.00 |
| B- | 80-82 | 3 points | 2.67 |
| C+ | 77-79 | 3 points | 2.33 |
| C | 73-76 | 4 points | 2.00 |
| C- | 70-72 | 3 points | 1.67 |
| D+ | 67-69 | 3 points | 1.33 |
| D | 63-66 | 4 points | 1.00 |
| D- | 60-62 | 3 points | .067 |
| F | 59 or lower | N/A | 0.00 |

## Course Expectations

## Note on Late Work

The expectation in this course is that assignments are submitted on time. Extensions are always granted for two circumstances. (1) If an emergency situation or illness arises and you inform the instructor BEFORE the due date, (2) If you have a disability AND have sent the instructor an accommodation letter from Disability Services. If the reason for a late assignment falls outside of these circumstances, please reach out to your instructor for guidance. The best way to prevent the possibility of submitting an assignment late is to plan ahead.

## Discussion Ethics

Some of the issues we discuss in this class are controversial with multiple, and sometimes divisive points of view. Although you may already have an established opinion on a particular topic, you are encouraged to consider other points of view and the strengths/weaknesses of your own. Additionally, as we discuss controversial topics, you are expected to respect the points of view of your fellow students. Respect is shown in the manner you address other students and the words you use to carry your point across. In an increasingly uncivil political environment in the U.S., civility will be maintained in this class so as to elevate the educational experience of all present.

## Academic Honesty

Students must follow the University’s policies for academic dishonesty. All work submitted must be your own; no duplicate work (work completed for another class) will be accepted. Acts of cheating or plagiarism will result in a grade of zero for the assignment. Moreover, acts of plagiarism will also be reported to the Academic Court. To avoid acts of plagiarism, cite each reference or source you use and give proper credit for the ideas, opinions, and findings of others. When you are using the exact words of others, you must use quotation marks and include the page number where you found the quote in your citation. For help on avoiding plagiarism, see the following resources from the [UM Writing and Public Speaking Center](http://www.umt.edu/writingcenter/writing-resources/default.php).

## Sexual Misconduct

UM prohibits sex discrimination against any participant in its education programs or activities. Prohibited sex discrimination includes incidents of sexual harassment (including sexual violence), dating violence, domestic violence, sexual assault, and stalking (collectively “sexual misconduct”). It is your instructor’s responsibility to help create a safe learning environment for students and for the campus as a whole. University policy requires that your instructor report all incidents of sexual misconduct that come to their attention. If you encounter sexual misconduct, please contact the Title IX Coordinator at (406)243-5710. Additional information about sexual misconduct and available resources can be found on the [UM Office of Equal Opportunity and Affirmative Action website](http://www.umt.edu/eo/title-ix/default.php).

## Student Disability Related Needs

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or (406)243-2243. Your instructor will work with you and Disability Services to provide an appropriate modification.

## Cultural Leave Policy

UM has a Cultural and Ceremonial Leave Policy: “Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student’s customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student’s attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.”

## UM Writing Center

[The Writing and Public Speaking Center](http://www.umt.edu/writingcenter) provides one-on-one tutoring to students at all levels and at any time in the writing process. Students are strongly encouraged to utilize this service to get help and receive feedback from writing experts.

## Land Statement

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispell people.

## Course Schedule

Students are encouraged to stay up to date with the course materials in order to maximize their learning experience in the course. Although this is the general outline of readings, the schedule may change as the semester proceeds. The instructor reserves the right to change the syllabus at any point during the semester. If so, students will be notified with an addendum as soon as changes take effect.

### Week 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Activities** |
| 1/11-17 | Introduction to the Course  Leadership is a Process, not a Position | Review syllabus  HGC Ch. 1 | Review syllabus on [Zoom](https://umontana.zoom.us/my/annamargaretgoldman) |

### Week 2

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Activities** |
| 1/18-24 | Leader Development  The Making of a Leader | HGC Ch. 2  HGC Ch. 3  \*[Measuring the Impact](https://www.harvardbusiness.org/measuring-the-impact-of-leadership-development-getting-back-to-basics/) | Email Dr. Goldman or TA Biazzo to schedule a 1:1 meeting to discuss project |

### Week 3

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Activities** |
| 1/25-31 | Lonely at the Top? | HGC Ch. 4 | Discussion Board |

### Week 4

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Activities** |
| 2/1-7 | Values, Ethics & Character | HGC Ch. 5  \* Hidden Brain Podcast: [Nature of Leadership](https://www.npr.org/2013/11/11/230841224/lessons-in-leadership-its-not-about-you-its-about-them) |  |

### Week 5

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Activities** |
| 2/8-2/14 | Leadership Attributes  Guest Speaker: TBD  Leadership Traits & Behavior | HGC Ch. 6  HGC Ch. 7 | Discussion board  **Due**: Questions prepared for guest speaker  Personality assessments  **Due:** Guest Speaker Analysis -Saturday *11:59pm Moodle* |

### Week 6

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Activity** |
| 2/15-21 | Influence | HGC Ch. 8  \* [Nonprofit Social Capital](https://www.degruyter.com/view/j/npf.2018.9.issue-3/npf-2018-0017/npf-2018-0017.xml)  \* [Nesbit – Self-directed leadership](https://journals.sagepub.com/doi/pdf/10.1177/1534484312439196) | **Due:** Leader Overview, Saturday 11:59pm |

### Week 7

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Activity** |
| 2/22-28 | Focus on the Followers  Motivation & Performance  Satisfaction & Engagement | \* [Ready to Lead, Ch.1, 3](https://www.compasspoint.org/sites/default/files/documents/521_readytolead2008.pdf)  HGC Ch. 9  HGC Ch. 10 | Mid semester check-in |

### Week 8

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Activity** |
| 3/1-7 | Teams & Their Leaders  Skills for Developing Others  Skills for Developing Others | HGC Ch. 11  HGC Ch. 12  \*[Nonprofit Leadership Development Deficit](https://ssir.org/articles/entry/the_nonprofit_leadership_development_deficit) | **Due:** Midsemester Learning Evaluation (complete anytime this week, check your email for link) Watch [this video](https://www.youtube.com/watch?v=g69RNl1wOYE&feature=youtu.be) on cultural awareness before taking the evaluation.  Interview Questions, Saturday 11:59pm |

### Week 9

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Activity** |
| 3/8-14 | The Situation  The Situation – Organizational Culture  Contingency Theories | HGC Ch. 13  HGC Ch. 14 | Discussion Board |

### Week 10

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Activity** |
| 3/15-21 | Leadership & Change | HGC Ch. 15  \* [TedTalk: Leading in an Era of Constant Change](https://www.ted.com/talks/jim_hemerling_5_ways_to_lead_in_an_era_of_constant_change?language=en)  \* [The Leadership Mindset](https://www.researchgate.net/profile/Melissa_Chase2/publication/239798625_Should_Coaches_Believe_in_Innate_Ability_The_Importance_of_Leadership_Mindset/links/553a1d400cf245bdd76237e1/Should-Coaches-Believe-in-Innate-Ability-The-Importance-of-Leadership-Mindset.pdf) | *sign up for presentation dates in Moodle* |

### Week 11-Recharge Week! 3/22-28

### Week 12

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Activity** |
| 3/29-4/4 | The Dark Side of Leadership  Guest Speaker  Optimizing Leadership | HGC Ch. 16  HGC Ch. 17 | **Due**: Questions for guest speaker  Building your leadership vision  **Due**: Guest Speaker Analysis – Saturday *11:59pm Moodle* |

### Week 13

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Activity** |
| 4/5-11 | Pay and Benefits  Job Evaluation | \*Battaglio, p. 151-207 | Draft Sections 1 and 2, Saturday at 11:59pm |

### Week 14

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Activity** |
| 4/12-18 | Pay and Eval Case  Job Evaluation and Pay | \*[Lancaster](http://scholarworks.sjsu.edu/cgi/viewcontent.cgi?article=1494&context=etd_projects), p. 1-41 | Discussion Board |

### Week 15

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Activity** |
| 4/19-25 | Social & Ethical Concerns | \* [Ondrova](http://www.ejournals.eu/pliki/art/10104/) p. 255-279 | Watch others’ presentations; ask questions on [Zoom](https://umontana.zoom.us/my/annamargaretgoldman) |

### Week 16

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Activity** |
| 4/26-5/2 |  | N/A | **Due:** Final Learning Evaluation (Complete anytime this week, check your email for link)  **Due:** Shadow Analysis Research Paper, Saturday 11:59pm |