

## **NPLD 587.001: INTERPERSONAL DYNAMICS IN NONPROFITS THAT THRIVE**

School of Social Policy and Practice, University of Pennsylvania

Syllabus, Spring Semester 2019 - v1. January 17, 2019

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### **LEARNING OBJECTIVES**

NPLD 587 is designed for interdisciplinary students interested in cultivating flourishing organizations, engaged stakeholders, and inspiring leaders across sectors and especially within nonprofits. NPLD 587 focuses on both the theoretical and practical insights that can be gained from cutting-edge research on how and when people thrive at work. This research can be applied to help practitioners enrich people's experiences at work, in collaboration with various stakeholders, and beyond.

NPLD 587 is built upon a foundation of experiential learning, such that students can expect to experiment and apply course concepts in their own lives throughout the semester. In other words, students will start with themselves as their first site of learning and development. The experiential community is enhanced further with team projects where students assess and consult with local nonprofit organizations. These team projects culminate in students presenting to their actual nonprofit organizations their recommendations for enhanced strategy and practices.

In particular, the learning objectives of the course provide students with:

1. Techniques and real-world experience in using key leadership concepts to enrich one's own career, relationships, and life
2. Ability to identify opportunities to use key leadership practices in the workplace to enhance stakeholder engagement, individual and organizational performance, and collective impact
3. Tools for applying positive leadership concepts in nonprofits, as well as all other organizational domains (e.g., business, government, coaching, the family, etc.)
4. Research and consulting experience with a local non-profit organization

## CLASS TIMING & LOCATION

To encourage deep learning of key concepts and a rich, interactive learning community, NPLD 587 comprises four intensive weekends with full Saturday and Sunday schedules. The class meets on the following required dates and times (**Important: Because of the intensive weekend schedule, all students must be able to attend all weekend sessions to be enrolled in the course**):

- Weekend 1: Saturday, January 26 and Sunday, January 27 (9am-4:00pm on both days)
- Weekend 2: Saturday, February 16 and Sunday, February 17 (9am-4:00pm on both days)
- Weekend 3: Saturday, March 16 and Sunday, March 17 (9am-4:00pm on both days)
- Weekend 4: Saturday, April 13 and Sunday, April 14 (9am-4:00pm on Saturday; 9am-2:30pm on Sunday)

The official classroom location is pending, so be on the lookout for updates.

**During All Class Days:** There is a 1-hr lunch break (12pm-1:00pm) between the 3-hr morning and afternoon sessions; thus, each day includes six hours of actual class time (with small breaks slated within each class time). Meals and refreshments throughout the day are the responsibility of the student; they are not provided as part of the course.

**Times Between the 4 Weekends:** Because this course is rooted in principles of adult education and experiential learning, a key component of NPLD 587 is the experimentation and reflection that you, your teammates, and your classmates will undertake in the 4 weeks between each weekend. We call these breaks from the classroom “distance learning periods (DLs)” and have structured assignments to encourage your experiential learning during the DLs and in complement to our classroom experiences.

## REQUIRED BOOKS

1. Collins, J. (2005). *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great*. HarperCollins.
2. Crutchfield, L.R. & McLeod Grant, H. (2012). *Forces for Good: The Six Practices of High-Impact Nonprofits*. Jossey-Bass.
3. Dutton, J.E. (2003). *Energize Your Workplace: How to Create and Sustain High-Quality Connections at Work*. Jossey-Bass.

## OPTIONAL BOOK

1. Cooperrider, D., Whitney, J.M., & Stavros, J.M. (2008). *The Appreciative Inquiry Handbook: for Leaders of Change (2<sup>nd</sup> Edition)*. Berrett-Koehler Publishers.
  - N.B.: This handbook was required reading in previous iterations of the class. I highly recommend it as a valuable resource for anyone putting AI into practice!

## EVALUATION & GRADING

**Statement on Academic Integrity:** Students are expected to conduct themselves consistent with the University of Pennsylvania’s Code of Academic Integrity, which presents standards regarding plagiarism, multiple submissions and other actions. Students are expected to be familiar with the code, which can be found at <http://www.upenn.edu/academicintegrity/>.

There are ten total assignments due throughout the semester. More specific assignment details can be found in the general assignment descriptions on the next pages, as well as on Canvas. Coursework is weighted as follows:

	Points	Due Dates
<b>CLASS PARTICIPATION (20 Points Total)</b>		
First Half Semester	10	
Second Half Semester	10	
<b>INDIVIDUAL ASSIGNMENTS (40 Points Total)</b>		
Pre-Survey	2	Mon, 1/28
Personal Leadership Journey and Values Statement	7	Sun, 2/10
Experimenting with Appreciative Inquiry in Everyday Life Paper	7	Sun, 3/10
--- Comment on 2 Peers’ Appreciative Inquiry Posts	1	Thurs, 3/14
HQC Intervention Post	7	Sun, 4/7
--- Comment on 2 Peers’ HQC Intervention Posts	1	Thurs, 4/11
Final Individual Paper	15	Fri, 5/10
<b>TEAM ASSIGNMENTS (40 Points Total)</b>		
Team’s Scope of Work for Client	5	Sun, 3/10
Team Presentation to Client	15	Sat, 4/13
Final Team Paper for Client	20	Fri, 5/3

In addition to the general assignment descriptions that follow, each assignment will have a template on Canvas which you can use to guide your work.

**As a rule, all work is due before midnight (i.e., by 11:59pm) Eastern Time on the assigned date.**

To assign grades at the end of the semester, we will add the points earned for each of the above assignments and translate that sum into a letter grade according to the following scale:

- A+ = 97-100 points
- A = 93-96.9 points
- A- = 90-92.9 points
- B+ = 87-89.9 points
- B = 83-86.9 points
- B- = 80-82.9 points
- C+ = 77-79.9 points
- C = 73-76.9 points

## CLASS SCHEDULE AND READINGS

### **PRE-COURSE SURVEY (ideally before the 1/26 course start, but not due until 1/28)**

Please complete the brief pre-survey on Canvas. It should take ~15-20 minutes to answer all questions. You will receive full points simply for completing the survey. There are no wrong answers; just whatever you would like to share.

#### **Purposes:**

1. I want to get to know you! Understanding your interests and aspirations also helps me to:
  - a. Tailor the course wherever I can
  - b. Provide you with more relevant and helpful feedback
  
2. In the next weeks I will be finalizing potential nonprofit clients for our course. As such, I would like to gauge your interest in Philadelphia non-profits so that I can begin contacting potential partners ASAP.

Thank you!

Meredith

## CLASS SCHEDULE AND READINGS

### **WEEKEND 1: Saturday, January 26 and Sunday, January 27 (9am-4:00pm on both days)**

**Topics:** Positive Organizational Scholarship (POS) in General; POS and the Nonprofit Sector; Mission, Vision, Values; Personal Leadership Journeys; Motivation and Stakeholder Engagement

#### **Pre-Reading for Weekend 1\*:**

1. Collins, J. (2005). *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great*. Harper Collins. (Book is 35 pages total)
2. Chapters 1 & 4: Crutchfield, L.R. & McLeod Grant, H. (2012). *Forces for Good: The Six Practices of High-Impact Nonprofits*. Jossey-Bass.
3. Article on Canvas: Grant, A. M. (2011). How customers can rally your troops: End users can energize your workforce far better than your managers can. *Harvard Business Review*, June: 97-103.
4. *Optional:* Lencioni, P.M. (2002). Make your values mean something. *Harvard Business Review*, July: 5-9.

\*N.B.: Normally, all readings are assumed to be completed before the class weekend. For Weekend 1, however, I understand you might not have time to pre-read everything. If you are pressed for time, I would recommend reading in the following order: (1) Collins book, (2) Grant article, (3) Crutchfield chapters.

#### **REMINDER-- Pre-Weekend 1 Assignment:**

1. Pre-Survey on Canvas (due anytime through 1/25)

#### **Post-Weekend 1 Assignments:**

1. Personal Leadership Journey and Values Statement (due 2/10)

## CLASS SCHEDULE AND READINGS

### **WEEKEND 2: Saturday, February 16 and Sunday, February 17 (9am-4:00pm on both days)**

**Topics:** Debrief of Distance Learning Period; Appreciative Inquiry Theory and Applications; Transforming Systems through Collaboration; Building for Collective Impact

#### **Pre-Reading to Be Completed Prior to Weekend 2:**

1. The Appreciative Inquiry Introductory Articles:
  - a. Stavros, J.M., Godwin, L., and Cooperrider, D.L. (2016). Appreciative Inquiry: Organization development and the strengths revolution. In Rothwell, W.J., Stavros, J.M. & R.L. Sullivan (Eds.), *Practicing Organization Development: Leading Transformation and Change* (pp. 96-116). Hoboken, NJ: John Wiley & Sons, Inc.
  - b. Krattenmaker, T. (2001). Change through Appreciative Inquiry: A new way to get your employees to change without (much) pain. *Harvard Business Review*, 5-6.
  - c. Mohr, B.J. & Magruder Watkins, J. (2002). The essential of Appreciative Inquiry: A roadmap for creating positive futures. *Pegasus Communication Inc.*, 1-12.
2. Chapters 2, 3 & 5: Crutchfield, L.R. & McLeod Grant, H. (2012). *Forces for Good: The Six Practices of High-Impact Nonprofits*. Jossey-Bass.

Also, recall from earlier in Syllabus (p.2):

#### OPTIONAL BOOK

1. Cooperrider, D., Whitney, J.M., & Stavros, J.M. (2008). *The Appreciative Inquiry Handbook: for Leaders of Change (2<sup>nd</sup> Edition)*. Berrett-Koehler Publishers.
  - N.B.: This handbook was required reading in previous iterations of the class. I highly recommend it as a valuable resource for anyone putting AI into practice!

#### **Post-Weekend 2 Assignments:**

1. Experimenting with AI in Everyday Life Paper (due 3/10)
2. Team's Scope of Work document sent to Client (due 3/10, but aim for as soon as possible)

## CLASS SCHEDULE AND READINGS

### **WEEKEND 3: Saturday, March 16 and Sunday, March 17 (9am-4:00pm on both days)**

**Topics:** Debrief of Distance Learning Period; Cultivating High Quality Connections (HQCs) across Relationships and Organizations; Crafting Interventions Appropriate to Unique Cultural Contexts

#### **Pre-Reading to Be Completed Prior to Weekend 3:**

1. The full book: Dutton, J.E. (2003). *Energize Your Workplace: How to Create and Sustain High-Quality Connections at Work*. Jossey-Bass.
2. Article on Canvas: Stephens, J.P., E. Heaphy and J. Dutton. (2011). High quality connections. In K. Cameron and G. Spreitzer (eds.), *Handbook of Positive Organizational Scholarship* (pp.385-399). New York: Oxford University Press.
3. Chapters 6 & 7: Crutchfield, L.R. & McLeod Grant, H. (2012). *Forces for Good: The Six Practices of High-Impact Nonprofits*. Jossey-Bass.

#### **Post-Weekend 3 Assignments:**

1. HQC Intervention Post (due 4/7)
2. Comments on Two Classmates' HQC Intervention Posts (due 4/11)

## CLASS SCHEDULE AND READINGS

### **WEEKEND 4: Saturday, April 13 and Sunday, April 14**

**(9am-4:00pm on Saturday; 9am-2:30pm on Sunday)**

**Topics:** Debrief of Distance Learning Period 3; Team Presentations of Strategic Recommendations; Strengths-Based Feedback in Teams; Re-Cap of Semester; Personal Reflections on Learning

**Team Presentations to NPO Clients take place on Saturday, April 13<sup>th</sup>.**

#### **Pre-Reading to Be Completed Prior to Weekend 4:**

1. Chapters 8 & 9: Crutchfield, L.R. & McLeod Grant, H. (2012). *Forces for Good: The Six Practices of High-Impact Nonprofits*. Jossey-Bass.
2. Article on Canvas: Barnes (1989). Managing interpersonal feedback. Harvard Business School Publishing.

#### **Final Course Assignments (Post-Weekend 4 Assignments):**

1. Final Team Paper for NPO Clients (due 5/3)
  - Remember that ***NPLD 587 does not end immediately after our fourth intensive weekend***. After the 4/13 presentations, your team will have three weeks to incorporate feedback, additional findings, and edits to produce your Final Team Paper. These three weeks are crucial to producing a high quality deliverable for your client and will require additional time working with your team. Please plan your final weeks of the semester accordingly.
  - Lastly, your team and Meredith will have a final meeting the week of 5/6-5/10 for feedback on your paper and to wrap-up the team project experience. These meetings will last for 30-60mins, can be in-person or remote, and will involve just your unique team.
2. Final Individual Paper (due 5/10)