

University of North Carolina School of Social Work

Course Number: SOWO884.001.SP16

Course Title: [Leadership in Nonprofit Organizations](#)

Semester Spring 2016

Credits: Three (3) credit hours

Instructor: Noel A. Mazade, Ph.D.
Professor of the Practice
Office: TTK 421-B
Phone: 919.843.0063
nmazade@email.unc.edu

Office Hours: Mondays and Tuesdays 10am-2pm and by appointment

Course Website: Available through <http://sakai.unc.edu>

COURSE DESCRIPTION:

This course will help prepare students for various leadership roles in nonprofit organizations by emphasizing critical thinking and communication skills applied to a range of organizational challenges.

Several specific threads of academic and personal inquiry will comprise the totality of the course experience. These include, but are not limited to:

- Written materials including articles, technical reports, data analyses, and related materials;
- Guest speakers who represent various perspectives about leadership of nonprofit organizations;
- Your observations regarding various leadership-related attributes of your field placement setting;
- Results of personal leadership-related self-scored instruments;
- In-class exercises;
- Analysis of case studies; and
- Other pursuits guided by your personal needs and interests.

COURSE OBJECTIVES:

1. Explain the unique role that nonprofit organizations play in meeting community needs and promoting positive social change;
2. Distinguish governance, leadership, and management needs and behaviors within nonprofit organizations;
3. Evaluate personal strengths and weaknesses as a potential nonprofit manager and identify strategies for improving core skills;
4. Critically examine and assess nonprofit organizations' business models including mission, vision, theories of change, and sustainability;
5. Describe key organizational competencies of nonprofit organizations and how leadership and management skills may be used to effectively strengthen organizational performance;
6. Identify and analyze ethical dilemmas that confront nonprofit leaders and frameworks for ethical leadership in nonprofit organizations;
7. Develop effective communication and conflict management strategies to strengthen individual and group performance;
8. Develop strategies for recruiting, developing, and retaining a diverse paid and volunteer workforce; and
9. Identify effective measures for strengthening the role of the nonprofit board.

RESOURCES:

All course lectures, syllabus, assignment information, and external links to useful web sites are or will be available on Sakai, at <http://sakai.unc.edu>

REQUIRED TEXTS & INSTRUMENTS:

There is no required textbook for this course, but there are required readings, which are available on the Sakai course site, unless otherwise noted.

For Session 8 on March 7, we will review the results from the self-scoring instrument, *The Heartworks Archetype Assessment Tool (HAAT)*.

You can obtain the HAAT directly from the publisher.

For ordering information see: <http://www.workwithheart.com/assessment-tool.htm>

CLASS PARTICIPATION:

Class participation counts for a portion of one's final grade and includes class attendance, contributions to assignments, and informed participation in class discussion. Informed participation means that you clearly demonstrate that you have completed assigned readings and can offer analysis, synthesis and evaluation of written material. Excellent participation also means that your comments are thoughtful, focused and respectful. Points will be deducted from the base score if you miss class, are late, leave early, disappear for long periods on break, or are unprepared. This course is structured as a seminar therefore all class members are expected to share responsibility for participating in discussions and for presenting materials needed by the class. Some classroom time may be spent working in small task groups, experiential activities and role plays; therefore, class attendance is crucial. The development of a supportive learning environment is fostered by respectfully listening to the ideas of

others, being able to understand and appreciate a point of view which is different from your own, clearly articulating your point of view, and linking experience to resource materials.

POLICY ON ACADEMIC DISHONESTY:

Please refer to the *APA Style Guide*, *The SSW Manual*, and the SSW Writing Guide for information on attribution of quotes, plagiarism, and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work". In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required. The Honor System module is available at: studentconduct.unc.edu.

POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service (ARS) Office. In the first instance please visit their website <http://accessibility.unc.edu>, call 919-962-8300 or email accessibility@unc.edu. Please contact ARS as early in the semester as possible.

POLICIES ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM:

It is to be expected that we will all be invested in creating a learning environment of respect and engagement. Your attention is an important sign of respect to your colleagues, and an important part of everyone's learning. During class, cell phones should be turned off or silenced. The use of laptops in class for the purpose of taking notes or completing small group tasks is welcomed.

APA AND WRITTEN ASSIGNMENTS

The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. The best reference is the *Publication Manual of the American Psychological Association, Sixth Edition (2009)* that is available at most bookstores. The following web site provides additional information: <http://www.apastyle.org/apa-style-help.aspx>.

You are strongly encouraged to review the materials on the School of Social Work's website: <http://ssw.unc.edu/students/writing>. This page includes numerous helpful writing resources such as tutorials on understanding plagiarism, quick reference guide to APA, writing tips, and ESL materials. Students are also strongly encouraged to review the section on plagiarism carefully. All instances of academic dishonesty will result in disciplinary measures pre-established by the School of Social Work and the University.

POLICY ON ASSIGNMENTS SUBMISSION, INCOMPLETES, AND LATE ASSIGNMENTS:

A grade of “Incomplete” will be given only in extenuating circumstances and in accordance with SSW and University policy. All assignments are to be submitted electronically to the Drop Box in our Sakai site and are due at the beginning of class on the dates noted on this syllabus. Ten percent will be deducted from your grade for each day that an assignment is late. If you have a situation arise that may prohibit you from completing the assignment on time, any request for an extension on the papers must be done *in advance* of the due date (at least 24 hours) for the assignment. Approved delays will not affect the grade.

GRADING SYSTEM

Points will be awarded for each of the major course components as follows:

Class Participation: 12 sessions @ 10 points/week = 120 points (24%)

Assignment Group 1: Nine (9) assignments @ 10 points = 90 points (18%)

Assignment Group 2: Four (4) assessments @ 10 points = 40 points (8%)

Assignment Group 3: 100 Points (20%)

Assignment Group 4/”Final”: 150 points (30%)

The point scores received throughout the semester will be combined and converted to the following scale for final grading:

470-500 Points (94% and above) = **H** [High Pass...Clear Excellence]

400-499 Points (80%-93%) = **P** [Entirely Satisfactory Graduate Work]

350-399 Points (70%-79%)= **L** [Low Pass-Inadequate Graduate Work]

349 Points and below (69% and lower) = **F** [Fail]

COURSE OUTLINE

Session 1 – January 11

Focus:

Review class members’ nonprofit-related experiences;

Review course Syllabus;

Inventory participant’s needs and interests;

Explore basic assumptions about leadership in nonprofit organizations.

>>>NO CLASS ON JANUARY 18 – Martin Luther King, Jr. Day<<<

Session 2 – January 25

Focus: The History of Nonprofit Organizations

Guest Speaker: David A. Zonderman, MA, M.Phil, Ph.D.
Professor and Interim Department Head in History
North Carolina State University

Preparation for Session 3

Charity Navigator (2015). Types of Nonprofits. Retrieve from:

<https://www.charitynavigator.org/index.cfm?bay=content.view&cpid=1559#.ViWnUuRdF9A>

See the Sakai course site, “Resources” link and read the materials for an in-class exercise. See two documents: *SOWO 884: Session 3 Instructions* and *STRYVETEK “Educating Everyone”*

Session 3 – February 2

Focus: Types, Functions, and Legal Elements of Nonprofits

- Advantages and disadvantages of nonprofit and for-profit entity forms;
- Types of nonprofits and social enterprise vehicles available to those working toward positive community change;
- How to incorporate a nonprofit;
- How to seek federal tax exemption;
- Explore the management responsibilities and fiduciary duties of nonprofit boards; and
- Fundamental legal rules that govern nonprofit, tax-exempt organizations.

Guest Speaker: Jeff Ward, JD
Associate Clinical Professor of Law
Director, Start-Up Ventures Clinic
Duke School of Law

Preparation for Session 4:

Emerging Types of Nonprofit Structures:

Smith, S.R. (2012). *Nonprofit Organizations and Creating Public Value*. Center for Integrative Leadership. July 2012. Retrieve from:

<http://www.leadership.umn.edu/documents/Smith7.20.12.pdf>

Mendel, S.C. (2013) *Achieving Meaningful Partnership with Nonprofit Organizations: A View from the Field*. Cleveland, OH: Cleveland State University-Center for Nonprofit Policy and Practice. January 2013. Retrieve from:

http://cua6.urban.csuohio.edu/publications/center/center_for_nonprofit_policy_and_practice/Revise_for_publication_in_JNEL.pdf

Sabeti, Heerad (2011). The For-Benefit Enterprise. *Harvard Business Review*. Reprint November 2011. Retrieve from: [https://www.irs.gov/Charities-&-Non-Profits/Charitable-Organizations/Exemption-Requirements-Section-501\(c\)\(3\)-Organizations](https://www.irs.gov/Charities-&-Non-Profits/Charitable-Organizations/Exemption-Requirements-Section-501(c)(3)-Organizations)

Sabeti, Heerad (2012). *Develop and Nurture the DNA of a New Capitalism: The For-Benefit Enterprise*. May 18, 2012. Retrieve from: <http://www.managementexchange.com/hack/develop-support-dna-new-capitalism>

Bulloch, Gibb (2012). Inside–Out Transformation: A Hybrid Business Model for a Converging World. May 10, 2012. Retrieve from: <http://www.managementexchange.com/story/isnide-out-transformation>

Fourth Sector.

Retrieve from: <http://www.fourthsector.net/>

The Emerging Fourth Sector. Retrieve from:

<http://www.fourthsector.net/learn/fourth-sector>

Organizational Vision and Mission

Wikibooks. The Organization’s Vision. Retrieve from:

https://en.wikibooks.org/wiki/Development_Cooperation_Handbook/The_development_aid_organization/The_Organization%E2%80%99s_Vision

Wikibooks. The Organization’s Mission. Retrieve from:

https://en.wikibooks.org/wiki/Development_Cooperation_Handbook/The_development_aid_organization/The_Organization%E2%80%99s_mission

A Vision of Organizational Health: Components of an Effective Organization. Retrieve from:

<http://uncnonprofit.web.unc.edu/files/2011/08/Mary-Reynolds-Babcock-Foundation-Effective-Organization.pdf>

30 Example Vision Statements. Retrieve from:

<https://topnonprofits.com/examples/vision-statements/>

50 Example Mission Statements

<https://topnonprofits.com/examples/nonprofit-mission-statements/>

National Defense University. *Strategic Leadership and Decision-Making: Strategic Vision*. Retrieve from:

<http://www.au.af.mil/au/awc/awcgate/ndu/strat-ldr-dm/pt4ch18.html>

Central Intelligence Agency. *Vision, Mission, Ethos & Challenges*. Retrieve from:

<https://www.cia.gov/about-cia/cia-vision-mission-values/>

Images for Organizational Vision. Retrieve from:

https://www.google.com/search?q=organizational+vision&hl=en&rlz=1T4GGNI_enUS464US464&biw=1536&bih=764&site=webhp&tbm=isch&imgil=ptnJRNU2cdrE8M%253A%253BlwV1H918wl38OM%253Bhttp%25253A%25252F%25252Fwww.airpower.maxwell.af.mil%25252Fairchronicles%25252Fapj%25252Fapj06%25252Fwin06%25252Fpowell.html&source=iu&pf=m&fir=ptnJRNU2cdrE8M%253A%252CiwV1H918wl38OM%252C&dpr=1.25&qscrl=1&usq=_NLS_IKiCi_eWpt9pHYVkcNI_7I%3D&ved=0CFkQyjdqFQoTCPPI0_27kckCFUs5Jgod8tQKPw&ei=jvlHVvPmN8vymAHyqav4Aw#imgrc=ptnJRNU2cdrE8M%3A&qscrl=1&usq=_NLS_IKiCi_eWpt9pHYVkcNI_7I%3D

50 Awesome Quotes on Vision. Retrieve from:

http://www.ideachampions.com/weblogs/archives/2011/01/50_awesome_quot_1.shtml

Session 4 - February 8

Focus: Fourth Sector Organizations

Guest Leader: Richard Harrill, JD
Executive Director
UNC: The Campus Y

Preparation for Session 5:

Concepts of a Healthy Organization:

Read:

Schuyler, K.G., (2004). The Possibility of Healthy Organizations: Toward a New Framework for Organizational Theory and Practice. *Journal of Applied Sociology/Sociological Practice*. Vol. 21, No.2/Vol. 6, No.2, Fall 2004. pp 57-79.
Retrieve from: <http://coherentchange.com/dox/KGSchuyler-Possibility-of-Healthy-Orgs.pdf>

Workplace Bullying:

(1) Wikipedia.org. [Workplace Bullying](http://en.wikipedia.org/wiki/Workplace_bullying).

(2) UK National Workplace Bullying Advise Line. Developing a Policy to Deal with Bullying at Work: Information and Guidance for Employers' Human Resources and Personnel Officers and Others. Retrieve from: <http://www.bullyonline.org/action/policy.htm>

(3) The Hosting News.com. YouTube Video Features Effort to Pass Workplace Bullying Law. Watch Video at: <http://www.thehostingnews.com/youtube-video-features-effort-to-pass-workplace-bullying-law-13753.html>

(4) Commonwealth of Massachusetts. Proposed Senate Bill S699: An Act Addressing Workplace Bullying, Mobbing, and Harassment Without Regard to Protected Class Status. Retrieve from:

<https://malegislature.gov/Bills/189/House/H1771>

(5) Washington State Department of Industries and Labor. Workplace Bullying and Disruptive Behavior. Retrieve

from: <http://www.lni.wa.gov/Safety/Research/Files/Bullying.pdf>

(6) Parzafall, M. and Salin, D.. Perceptions of and Reactions to Workplace Bullying: A Social Exchange Perspective. Human Relations. 2010. Retrieve

from: <http://hum.sagepub.com/authenticate.library.duq.edu/content/63/6/761.full.pdf+html>

Sexual Harassment

Read *Informal Conflict Resolution: A Workplace Case Study*. Retrieve from:

<http://www.mediate.com/articles/taylor.cfm>

Session 5 – February 15

Visit from: Lois Boyton, Ph.D., Head of the Public Relations Specialization, UNC School of Media and Journalism

Facilitate set-up for Session 6 focus on The Leader’s Role in Crisis Management: How to Relate to the Media

Leadership Concepts for Building and Maintaining a ‘Healthy’ Organization Class members’ discussion/presentations.

Draw analogies between the definitions and concepts of “health” and “healthy” you derived from the readings toward a concomitant notion of a “healthy organization”.

Create organizational equivalents and/or examples for health-related terms and conditions such as diabetes, low blood pressure, hypertension, high Body Mass Index, cardiovascular disease, substance abuse, and other health-related terms.

Describe the concepts of “health”/“healthy” as applied to organizational entities including the individual employee, work team, managers, executives, and the organization within its larger environment.

Handling Workplace Issues: Bullying and Sexual harassment

Bullying

What experiences have you encountered with workplace (or in other forums and/or venues) where bullying occurred? This might include some form(s) of bullying targeted at you, another person(s) whom you have observed being bullied, or anecdotes that you have heard about another person who is the victim of bullying in any context.

What protections against bullying do the policies and procedures at your workplace offer? What is, or what do you imagine to be the effectiveness of these policies and procedures?

In your role as a leader/manager/supervisor in an organization, what explicit steps would you take to deal with the conflicts that arise from bullying?

What other forms of bullying are of concern to you (cyber, classroom, among children, against persons who are homeless, and the like)?

Sexual Harassment Case Study

Having read the Case Study about Laura and Tim, discuss:

I. Issues Inventory: What salient issues can you derive from the case that appear to impact upon a leader's approach to the origin, perpetuation, and resolution of organizational conflict?

II. Theory: Using learnings derived from your lived experiences, other readings, and any other relevant resource, provide your own theories/interpretations/framework of the conflict described in the case study.

III. Personal Implications: What personal insights do you derive from the case study regarding how you (1) might lead and/or manage and (2) implement a conflict resolution intervention if you learned of the situation between Laura and Tim?

Session 6 – February 22

Simulation: Leadership's Role in Crisis Management with the Media

School of Media and Journalism faculty and support staff will conduct a "real time" broadcast of how agency staff and board respond to a crisis within the agency. Videotaped sessions with the 'media' and feedback.

Preparation for Session 7:

Read

United States and America vs. State of Delaware. Retrieve from:

<http://www.ada.gov/delaware.htm>

Third Progress Report on the Implementation of the Settlement Agreement between the U.S. Department of Justice and the State of Delaware. Retrieve from:

<http://dhss.delaware.gov/dhss/DSAMHProgressReportJuly%202015.pdf>

Behavioral Healthcare. Emphasizing 'Principled Leadership'. Retrieve from:

<http://www.behavioral.net/article/emphasizing-principled-leadership>

Session 7 – February 29

Focus: Leading Organizational Change in a State Bureaucracy; Principles of Leadership

Guest Speaker: Kevin Ann Huckshorn, Ph.D., RN, MSN
Huckshorn and Associates, Inc.

Preparation for Session 8

NEGOTIATIONS:

Watch and review the following in this order:

Negotiation Skills Top 10 Tips presented by Alan McCarthy.

Retrieve from: <https://www.youtube.com/watch?v=oy0MD2nsZVs>

How to Negotiate Your Job Offer-Professor Depak Molhotra.

Retrieve from: https://www.youtube.com/watch?v=km2Hd_xgo9Q

[Watch the video up to 25:00 minutes]

William Ury: The Walk from “No” to “Yes”

Retrieve from: https://www.youtube.com/watch?v=Hc6yi_FtoNo

Podcast: The Power of a Positive “No”: How to Say No and Still Get to Yes

Retrieve from:

<http://www.pon.harvard.edu/resources/book-reviews/the-power-of-a-positive-no-how-to-say-no-and-still-get-to-a-yes/>

FindLaw ® for Legal Professionals. Improving Negotiations Skills: Rules for Master Negotiators. Retrieve from:

<http://corporate.findlaw.com/litigation-disputes/improving-negotiation-skills-rules-for-master-negotiators.html>

Beyond Intractability. The Zone of Possible Agreement (ZOPA). Retrieve from:

<http://www.beyondintractability.org/essay/zopa>

ARBITRATION:

For a general distinction between mediation and arbitration, go to:

http://money.cnn.com/1998/06/09/investing/q_broker/compare.htm

Read a general overview of arbitration at: <http://en.wikipedia.org/wiki/Arbitration>

Read about the use of arbitration in the United States at:

http://en.wikipedia.org/wiki/Arbitration_in_the_United_States_of_America

Peruse the website for the American Arbitration Association at: <http://www.adr.org/about>

Read about workplace arbitration at: <http://www.workplacefairness.org/arbitration?agree=yes>

MEDIATION:

Read: Brubaker, D., Noble, C. et. al. (2014). Conflict Resolution in the Workplace: What Will the Future Bring? *Conflict Resolution Quarterly*. Vol. 31, No. 4, Summer 2014. Retrieve from: <http://onlinelibrary.wiley.com.authenticate.library.duq.edu/enhanced/doi/10.1002/crq.21104>

Watch: *Dinner for Two*. Retrieve from: <http://www.bing.com/videos/search?q=dinner+for+two+youtube&view=detail&mid=78AEAEC76194A88EEB2B78AEAEC76194A88EEB2B&FORM=VIRE2>

Watch: U.S. Equal Employment Opportunity Commission video: 10 Reasons to Mediate. Retrieve from: <http://www.eeoc.gov/eeoc/mediation/10reasons.cfm>

Watch *Four Phases of the Mediation Process*. Retrieve from: <https://www.youtube.com/watch?v=heUcre2d9wg>

Read about mediation at: <https://en.wikipedia.org/wiki/Mediation>
<http://www.mediate.com/articles/krivis.cfm>

Watch the video: *Mediation Demonstration-Underlying Interests*
<https://www.youtube.com/watch?v=uNx-WAollrl>

Take and self-score the *Heartworks Archetype Assessment Tool*. Bring your results to the March 7 class.

Session 8 – March 7

Focus:

Simulations: Exercising Leadership through Effective Interest Based Bargaining and Negotiations

Managing Conflict as a Leadership Tool

Arbitration: Analysis of a video corporate dispute in which class members will assume and role of arbitrators and render a decision on the case

Mediation: Theory, stages of the mediation process, and several role plays with a focus on social work functions related to assuming a mediation role with clients and others. Assessment of one's personal conflict management style.

Assessment: Analysis of the *The Heartworks Archetype Assessment Tool*.

Preparation for Session 9

Care Management Technologies. Retrieve from:
<http://cmthealthcare.com/index.html>

>>>No Class on March 14: Spring Break<<<

Preparation for Session 9

Work and Family/Outside Interests Balance

Read: Xu, Ling (2009). View on Work-family Linkage and Work-family Conflict Model. International Journal of Business and Management. Vol. 4, No.12, December 2009
 Retrieve from: www.ccsenet.org/journal/index.php/ijbm/article/download/4529/3852

Watch the YouTube Ted Talk: "Off-Balance on Purpose: The Future of Engagement and Work-Life Balance: Dan Thurmon at TEDxPSU". Retrieve from:
<https://www.youtube.com/watch?v=8OkzozrUEHY>

Review of Leadership Paradigms, Strategies, Expectations, and Performance

The Governance Institute (2009). Leadership in Healthcare Organizations: A Guide to Joint Commission Leadership Standards. Retrieve from:
http://www.jointcommission.org/assets/1/18/WP_Leadership_Standards.pdf

Feldman, Saul. (1978). *Conflict and Convergence: The Mental Health Professional in Government*. [handout]

Session 9 – March 21

Focus 1: Data Based Leadership

Guest Speaker: Carol Duncan Clayton, Ph.D., Executive Director
 Care Management Technologies

Focus 2: Work and Family/Outside Interests Balance

Since the circumstances, work conditions and policies, family configurations, and accommodations that are made to juggle employment and family life differ so widely,

discuss your own personal experiences, perspectives, observations, thoughts/feelings, and recommendations. What provisions will you make for yourself as you begin your career? As a leader, what organizational climate will you seek to create as a means to maximize employees' work/family needs and interests?

Preparation for Session 10

Lipschutz, R. (2012). *Ethics Corner: Ethical Leadership Based on the NASW Code of Ethics*. Retrieve from:

<http://www.naswil.org/news/chapter-news/featured/ethics-corner-ethical-leadership-based-on-the-nasw-code-of-ethics/>

Soi YunChoi (2014). *The Effects of Ethical Leadership on Social Worker's Trust in Organization and Organizational Commitment*. *Advanced Science and Technology Letters*. Vol.57. (Business 2014), pp.23-26. Retrieve from:

http://onlinepresent.org/proceedings/vol57_2014/6.pdf

Session 10 – March 28

Focus: Ethical Leadership

Guest Speaker: TBA

Session 11 – April 4

TBA

Preparation for Session 12

North Carolina Center for Nonprofits website: <https://www.ncnonprofits.org/>

Session 12 – April 11

Focus: Scope and type of nonprofit organizations; Nonprofit organizations in North Carolina

Guest Leader: Trisha Lester, President
North Carolina Center for Nonprofits

Session 13 – April 18

Class members' "Final" presentations

Session 14 – April 25

Class members' "Final" presentations

Course Evaluation

Assignment Group 1

Submit no more than a one-page, single spaced document with a response to the following leadership-related questions by 8:00 pm on the dates indicated

DUE DATES

Jan. 24:

Think of several leaders, past or present, whom you have admired. What qualities of these leaders relate to your conception of leadership? What qualities would you like to emulate? To avoid?

Jan. 31:

What are your earliest memories of assuming a leadership role? What caused you to step up and lead? What was the outcome? What leadership qualities did you bring to that situation? Which qualities of leadership would characterize you today?

Feb. 14:

Do you have a "theory in use" about leadership that you authentically hold and perhaps display? How would you describe the purpose, values, motivations, and your personal leadership style? How would other people describe your style? Which of these would you like to further develop?

Feb 21:

Describe a situation where you found it difficult to make a decision(s) because of self-doubt. What did you think you were not able to do? How did you feel? What did you think others' responses would be if you failed? How did you deal with the situation? What would you do differently if you found yourself in a similar situation?

Mar.6:

Describe a situation where you rationalized failing to live up to your values. What were the values you were working around? How did you feel at the time? What happened as a result? If you found yourself in a similar position today, what would you do in order to act differently?

Mar. 20:

What intrinsic and extrinsic motivations inform your perspective about leadership and/or your leadership style?

Mar. 27:

What are your perspectives, choices, trade-offs, considerations, and/or decisions must you make about integrating aspects of your life such as family, community, friends, personal life, and professional life?

Apr. 3:

Looking forward to the next organization of which you will be a part, how does the organization's purpose connect to your purpose as a leader? What do you hope to accomplish?

Apr. 10:

Discuss the value of this class and its greatest contributions to you in fostering your maturation as a leader.

[Questions adopted from: Craig, N., George, B., and Snook, S. (2015). *The Discover Your True North Fieldbook: A Personal Guide to Becoming an Authentic Leader*. Hoboken, NJ: John Wiley and Sons, Inc. ISBN 978-1-119-10355-4]

Assignment Group 2

PERSONAL LEADERSHIP STYLES AND RELATED ASSESSMENTS

Kellogg School of Management. *Leadership Assessment Tool Inventory-Assess Your Skills*. Take and self-score all eight (8) instruments:

- The Cognitive Style Instrument
- Gaining Power and Influence
- Using Influence Strategies
- Diagnosing Poor Performance and Enhancing Motivation
- Team Development Behaviors
- Diagnosing the Need for Team Building
- How Creative Are You?

Retrieve from:

<http://www.kellogg.northwestern.edu/faculty/uzzi/htm/teaching-leadership.htm>

National Aeronautics and Space Administration. *Leadership and Management Development-Assessments*. Take the "Executive" assessment only.

Retrieve from:

http://leadership.nasa.gov/Assessment/Executive/Executive_Frameset.htm

Psychometric Tests. *Leadership Test*. Retrieve from:

<http://www.psychometrictest.org.uk/leadership-test/>

The Leadership Legacy Assessment: Identifying Your Instinctive Leadership Style. Retrieve from:

<http://www.yourleadershiplegacy.com/assessment/assessment.php>

Assessment: What's Your Leadership Style? Harvard business Review. Retrieve from:

<https://hbr.org/2015/06/assessment-whats-your-leadership-style>

Perceived Leader Integrity Scale. Retrieve from:

<http://www.issu.edu/faculty/lshmitigal/documents/Ch15perceivedleaderintegrity.pdf>

Thomas Kilmann Conflict Mode Instrument. To be distributed and scored during March 7 class session.

Negotiation Process-Style Inventory. To be distributed and scored during March March 7 class session.

Other instruments as assigned.

Assignment Group 3 FIELD PLACEMENT ANALYSIS

Class members' field placements may serve as a viable and natural venue for examining leadership through the many perspectives that will be offered throughout the semester. By Week 13, each class member will submit a "Field Placement Profile" explicating how various dimensions of leadership are evidenced in one's field setting. The focus of this analysis will be pre-approved by the instructor no later than Week 5.

Assignment Group 4 OPTIONS FOR THE SEMESTER END "FINAL"

Personal Journal: Maintain a frequently periodic multi-week personal journal about leadership in which you are involved or one that you can track with some reliability. Note variables that have to do with your observations about leadership, strategies, tactics for maximizing leadership effectiveness, and other relevant parameters. Note your objective observations of leadership as well as your emotional involvement.

Questionnaire, Instrument, Research: Conduct a mini-research project related to leadership in nonprofit organizations using a self-created instrument or one available from some other source. Participants' responses might be written, forwarded to you via *Survey Monkey [tm]*, or verbally via individual and/or (focus) group interviews. Conduct your

project in accordance with the scientific method: hypothesis, subjects, data, data analysis, results/conclusions, and implications for leadership styles and other relevant variables.

Intensive Focus on Selected Variable(s): The literature, videos, and class discussions will surface a number of interesting variables that relate to leadership. Select one or a small set of these that appeal to you as the focus of a paper, Power Point, or other vehicle. Locate additional references (articles via the library, on the Web, etc.), develop abstracts of the literature, find additional materials (reports, videos), and/or other means to more fully explicate your focus.

Field Work Venue Leadership Analysis

Based upon access to and spending significant time at your field work setting, identify characteristics of leadership you wish to track over a multi-week period with an emphasis on the leadership style(s) of selected key staff.

Field Work Venue Policy, Operations, and Programming

Document selected aspects of the agency's policies, operations, development and/or execution of service programs, clientele, performance, and other related characteristics.

Personal Intervention: Having observed, experienced, or otherwise had some aspect of leadership that has impacted you in a manner you would like to change, albeit even to a minimal degree, develop an intervention strategy, attempt to implement it, and report on the outcomes. The goal of the intervention is to practice "conscious use of self" in a deliberative way on a specific aspect of leadership.

Leadership Audit: Conduct an assessment of factors that are related to the genesis, evidence of, and solutions for impacting upon leadership and/or its constructive application, and outcome. Measures of leadership, signs of its visible and/or hidden existence, and other variables should be included. [See available instruments]

Extension of a Previous Class: It may be that in a previous class you encountered material that is relevant to this class but that you had no opportunity to expand upon in the previous course. Or, there may be a particular "thread" of interest you have had in leadership/organizational life that is directly relevant to your intellectual interest, leadership goals, or other aspect of your professional life that relate to this course. Should that be the case, select the topic...incorporate materials from the previous class...expand upon these...and develop a more complete profile of the topic.

Academic Paper: Maintaining the best traditions of the academic approach, develop a typical "term paper" on a subject of your choice. Include the usual elements: Rationale for topic selection, main ideas, extensive literature review, discussion/presentation, and conclusions.

Group Project: Rather than embarking on an individual "final", you may wish to form a intellectual cabal of some sort amongst your classmates. If you embark on a group project, there should be a clear differentiation of roles, what each member is expected to produce, and the rationale for using the group vs. an individual project. The final product must be in

a format that would allow the instructor to know who contributed what aspect so a grade can be awarded to each individual.

Power Point Presentation: Develop a PP on a topic of your choice that has some practical application. The PP should reflect a style, content, references, and other graphics that exemplify a professional production on a topic related to nonprofits and/or leadership.

Other Ideas: Free associate on other foci, topics, methods, formats, outcomes, and the like that you would like to suggest. Contact the instructor to discuss or solicit others' interest.