

University of North Texas at Dallas
July 2016
PADM 5900: Section 30
Special Problems: Nonprofit Leadership

Department of Public Leadership		School of Liberal Arts and Sciences
Instructor Name:	Dr. Froswa' Booker-Drew	
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Office Hours:		
Classroom Location:	<i>Online July 11-August 12, 2016</i>	
Class Meeting Days & Times:	Online	
Course Catalog Description:	Conference courses open to advanced students capable of doing independent research under the direction of the instructor.	
Prerequisites:	Consent of department chair	
Required Texts:	<p>Leaders Who Make a Difference: Essential Strategies for meeting the Nonprofit Challenge by Burt Nanus, Stephen M. Dobbs</p> <p>Leadership for the Disillusioned: Moving Beyond Myths and Heroes to Leading That Liberates by Amanda Sinclair</p> <p>There are also several articles that are within the body of the syllabus.</p>	
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com</p>	
Course Goals or Overview: The goals of this course are as follows -		
	<p>The nonprofit sector in the US is diverse, large and growing quickly. More than 1.4 million organizations comprise the nonprofit field. The sector is unique with many organizations have budgets less than \$30,000 but a significant number of larger entities with incomes of over \$10 million. One of the challenges of the sector is leadership. Most organizations are dealing with a variety of issues due to the growing complexity that nonprofits face with multiple stakeholders.</p> <p>Developed to address both current and future nonprofit leaders, this course will evaluate management practices in the sector. The goal is to expand students' analytical skills and knowledge of principles in leadership that affect the sector. Exercises and discussions are designed to formulate ideas and strategies, provide new knowledge, and create an environment for student analysis, synthesis and reflection of content and from one another.</p>	
Learning Objectives/Outcomes: At the end of this course, students will be able to:		
1	Evaluate the critical role and functions of a leader in organizational development.	
2	Apply principles of organizational leadership and development to real-life situations.	

3	Analyze and Reflect upon personal and professional leadership skills and style, and the implications for the exercise of public service leadership.
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This is an extremely fast paced course. Organization, focus, persistence and the incorporation of time management skills are critical to your successful completion of this course. Reviewing and looking ahead to the upcoming assignments and work is an important step to take in order to remain in sync with the work you are required to complete for this course. Please watch dates for submission closely.

Online/Hybrid Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Schedule	Topic	Activities	Due Date
Week 1: July 11 at 8:30-9:15 pm	Introduction to Course	Google Hangouts: https://hangouts.google.com/call/hniyudy5wzaqvp2nuqgtew4oae	
July 11	Introduction to Leadership	<p>Read <i>Leaders Who Make a Difference: Essential Strategies for meeting the Nonprofit Challenge</i> by Burt Nanus, Stephen M. Dobbs Chapter 1, Defining Leadership and Chapter 2, The Greater Good and Chapter 3, Getting Started as a Leader</p> <p>Read Yukl, G. (1989). Managerial leadership: A review of theory and research. <i>Journal of management</i>, 15(2), 251-289. https://www.researchgate.net/profile/Gary_Yukl/publication/237935280_Managerial_Leadership_A_Review_of_Theory_and_Research/links/56eeac3708aed17d09f8201b.pdf</p> <p>Group Dialogue—Respond to Prompt on Leadership Styles</p>	<p>By midnight July 12</p> <p>Offer Response to (1) post of classmate by midnight July 13</p>
July 13	Social Capital as a Leader	<p>Group Dialogue—Respond to Prompt on Examining your Network</p> <p>Read: Adler, P. S., & Kwon, S. W. (2002). Social capital: Prospects for a new concept. <i>Academy of management review</i>, 27(1), 17-40. http://www.csee.wvu.edu/~xinl/library/papers/social/social_capital.pdf</p>	<p>By midnight July 14</p> <p>Offer Response to (1) post of classmate by midnight July 15</p>
July 15	Identifying Your Assets	Read Beaulieu, L. J. (2002). Mapping the Assets of Your Community: A Key Component for Building Local Capacity.	By midnight

	and Your Organization's Assets as a Leader	http://files.eric.ed.gov/fulltext/ED467309.pdf Review and Complete pages 12-16 only http://hdanielsduncanconsulting.org/pdfs/Asset%20Mapping%20Toolkit.pdf Group Dialogue—Respond to Prompt on Mapping Your Assets	July 18 Offer Response to (1) post of classmate by midnight July 19
Week 2: July 18	Discussion of the Book of Nanus and Dobbs	Read Chapters 4-6 of <i>Leaders Who Make a Difference: Essential Strategies for meeting the Nonprofit Challenge</i> by Burt Nanus, Stephen M. Dobbs Group Dialogue: Discussion on Visionary Leadership and Being a Change Agent	By midnight July 20 Offer Response to (1) post of classmate by midnight July 21
July 21	Discussion on Nanus and Dobbs	Read Chapters 7-11 of <i>Leaders Who Make a Difference: Essential Strategies for meeting the Nonprofit Challenge</i> by Burt Nanus, Stephen M. Dobbs Read J. Boonstra, J., & Bennebroek Gravenhorst, K. M. (1998). Power dynamics and organizational change: A comparison of perspectives. <i>European Journal of work and organizational psychology</i> , 7(2), 97-120. http://www.jaapboonstra.nl/wp-content/uploads/2013/01/Power-dynamics-and-organizational-change2.pdf Group Dialogue: Discussion on Power/Politics and Making a Difference	By midnight July 22 Offer Response to (1) post of classmate by midnight July 24
July 23	Toxic Leadership	Watch https://4good.org/froswa-booker-drew/toxic-leadership-in-organizations Read Lipman-Blumen, J. (2005). The allure of toxic leaders: Why followers rarely escape their clutches. <i>Ivey Business Journal</i> , 69(3), 1-40. https://assess.connectiveleadership.com/documents/why_followers_rarely_escape_their_clutches.pdf Group Dialogue: Discussion on Toxic Leadership	By midnight July 25 Offer Response to (1) post of classmate by midnight July 26

Week 3: July 25	Group Google Hangouts 8:30-9:30	Conversation on Google Hangouts with the Group https://hangouts.google.com/call/hniyudy5wzaqvp2nuqgtew4oau	8:30-9:30 pm
July 27	Written Assignment due	Case study due	Emailed by midnight July 28
July 29	Amanda Sinclair book Part 1 completed	Read Read PART I: What's wrong with leadership? Sinclair, A., & Lips-Wiersma, M. (2008). Leadership for the disillusioned: Moving beyond myths and heroes to leading that liberates. Group Dialogue on Part 1 of book	Post due Midnight July 29 Offer Response to (1) post of classmate by midnight August 1
Week 4: August 1	Amanda Sinclair book Part 2 completed	Read PART II: Practices of Liberating Leadership Sinclair, A., & Lips-Wiersma, M. (2008). Leadership for the disillusioned: Moving beyond myths and heroes to leading that liberates. Group Dialogue on Part 2	Post due Midnight August 2 Offer Response to (1) post of classmate by midnight August 3
August 3	Amanda Sinclair book Part 3 completed	Read PART III: Going deeper Sinclair, A., & Lips-Wiersma, M. (2008). Leadership for the disillusioned: Moving beyond myths and heroes to leading that liberates. Group Dialogue on Part 3	Post due Midnight August 4 Offer Response to (1) post of classmate by midnight August 5
August 5	Work on Reflection Paper		

Week 5: August 8	Reflection Paper due		No later than Midnight August 8
August 10	Final thoughts/Google Hangouts Session 8:30- 9:30 pm	Conversation on Google Hangouts with the Group https://hangouts.google.com/call/hniyudy5wzaqvp2nuqgtew4oae	

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Discussion Posts—9 Discussion posts

Google Hangouts—3 dates

Papers—2 papers

Grading Matrix:

Activities/Assignments	Total
Discussion Posts	20 points possible; 180 total
Google Hangouts Participation	20 points possible; 60 points total
Case Study	60 points
Reflection Essay	100 points
Total:	400 points

Grade Determination

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

Online Discussions (20 points possible for each discussion)

Participation in online discussions is crucial. The weekly discussion questions will be posted on the course page. You are to respond to the question, based on your prior knowledge and course readings. Review the syllabus for the due date. Additionally, you will need to respond to one other students' posted response by the following day at midnight. Discussion responses should reflect thoughtful interaction with the course texts and material.

Discussion Participation Rubric

Criteria	Unsatisfactory	Satisfactory	Exemplary
Quantity and Timeliness	Does not submit at least one initial response by deadline and/or does not submit one peer response by deadline. 3 points	Submits at least one initial response by the deadline, and one peer response by the deadline. 4 points	Submits one initial response before the deadline, and two or more thoughtful peer responses before the deadline. 5 points
Spelling and mechanics	Does not submit posts that are in complete sentences. Or two or more of the complete sentences are grammatically incorrect and have greater than 2 spelling errors. 3 points	Submits posts that have one or more grammatically incorrect sentences and two spelling errors. 4 points	Submits posts that contain grammatically correct sentences without any spelling errors. 5 points
Demonstrates knowledge and understanding of content and applicability to professional practice	Post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice. 3 points	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice. 4 points	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice, and include other resources that extend the learning of the community. 5 points
Generates learning within the community	Posts do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper. 3 points	Posts attempt to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper. 4 points	Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper. 5 points

Total Possible Points: 20 points for each; 180 possible for all 9

Google Hangouts Participation (20 points per call)

Google Hangouts calls are mandatory. These are opportunities to review content, ask questions, build community and learn from the expertise of the class.

Case Study Rubric (60 points)

Write a case study using any situation of your choosing as long as it is related to organizational leadership.

A case study is a written account of a particular organizational dilemma. It is open-ended and unbiased in reporting the situation, and it leaves the reader with a problem to solve. Critical questions may be raised after the case material has been presented, but the case should not be resolved in the written account.

In writing a case, accuracy and objectivity are important. If opinions are expressed, they should be attributed to characters in the case, not to the author's bias. Cases should be written from a third-person, not a first-person perspective. All names and other recognizable data should be disguised where appropriate. Include 2-3 sources/academic references to substantiate thinking.

The following components should be included in a case:

Introduction: State an attention grabber, a statement of the problem to be resolved (i.e., decision to be made, a letter to be written, a meeting where a significant issue is to be considered, etc.).

Background: Give important background information on the situation so that the reader will understand the larger context.

Description: Re-create the situation in enough detail to give the readers an accurate replay of the event or situation. Help the reader "feel" what is happening.

Summary/Conclusion: Restate the problem to be resolved, leaving it open-ended.

Recommendations: What are your suggestions to address the issue and utilize research to validate your recommendations.

References: Include a list of references. There must be a minimum of 2-3 sources!

The case study should be at least three pages but no less than three pages and more than five (5) pages in length. SUBMIT ONE COPY BY EMAIL.

Criteria	Superior (100-85 points)	Sufficient (84-70points)	Minimal (69-60 points)	Unacceptable (0 points)
Content (including references) ____/20	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each part of the assignment is addressed thoroughly.	Response includes all components and meets all requirements indicated in the instructions. Each part of the assignment is addressed..	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some parts of the assignment are not addressed.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure ____/20	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling,	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors

	more than three spelling, grammar, or syntax errors per page of writing.	grammar, or syntax errors per page of writing.	errors per page of writing.	throughout the response.
Recommendations ____/20	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall leadership practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall leadership practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall leadership practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall leadership practice are presented, as applicable.

Reflective Leadership Paper (100 points)

You have had different experiences throughout your life that have shaped the person that you are today. As your final assignment for this course, please write your “leadership autobiography” – encompassing the development of your understanding of leadership to date. You should thoroughly explore the experiences, relationships, and factors that have influenced your understanding of leadership throughout your life. Within this autobiography, you must include 1) your current understanding of leadership; (2) how your life experiences (grade school, high school, college, community involvement, family, friends, mentors, etc.) have shaped your understanding of leadership; (3) an analysis of your leadership style; and (4) how your understanding of leadership compares/contrasts to existing leadership theories studied in class. Please minimally cite two leadership theories/concepts studied in class. Be sure to define clearly each studied leadership theory before comparing/contrasting the theory to your personal understanding of leadership. The autobiography should range between 7-10 pages which does not include the cover page and reference list. This reflective work should be an autobiographical essay that relates the student’s professional and cultural experiences to relevant scholarship, their own values, and personal and professional development in organizational leadership.

Students will:

- reflect on the personal meanings of past and present roles in organizations, community, and other relevant settings,
- place their autobiographic story within the context of significant and relevant scholarship,
- and draw lessons that inform their future as it relates to organizational leadership.

This essay speaks most directly to the student’s ability to develop critically and reflect on their experiences as a learner, leader, and scholar.

Learning Goals:

- To reflect on the personal meaning of (past, present) roles within organizations. In particular, the student has reflected on their personal values, personal and professional interests and the need for organizational and institutional change based upon his/her past, present, and prospective roles as a leader and has reflected upon his/her observation of leadership in a particular organization or profession.
- To place one’s autobiographic story within the context of significant and relevant literature on leadership.
- To draw lessons from theory and experience to inform future changes for organizational leadership.

Remember to use all course materials including online discussions from the professor and your classmates.

Your paper should demonstrate excellent structure and writing: an introduction, supporting paragraphs with correct use of headings/subheadings according to the APA Manual (see <https://owl.english.purdue.edu/owl/resource/560/01/> for more information) and correct attribution (parenthetical references), plus a conclusion.

Margins should be 1" all around and your paper should use Times New Roman type, size 12. Do not use extra graphics for a cover page or anywhere else. **This is an academic paper.** There should be no spelling or grammatical errors. **Proofread carefully before submitting!** Demonstrate that you know how to write a paper using APA style. You will be graded in three areas: 1) thorough coverage of all course concepts; 2) recognition and understanding of these concepts based on your reflection of your experiences; 3) appropriate, graduate-level writing style.

Typical Papers have the following format:

- Introduction
- Childhood Experiences
- Adult Experiences
- How These Experiences Shaped My View of Leadership (include leadership theories in this discussion)
- Future Implications for the Practice of Personal and Professional Leadership (what does this mean for your future; are their changes you should make and why, what else do you need to know to be effective)
- Summary/Conclusion

Reflective Leadership Paper Rubric

Criteria	Superior (100-85 points)	Sufficient (84-70points)	Minimal (69-60 points)	Unacceptable (0 points)
Depth of Reflection ____/35	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components ____/25	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure ____/20	Writing is clear, concise, and well organized with excellent sentence/paragraph	Writing is mostly clear, concise, and well organized with good sentence/paragraph	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are

	construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	manner. There are more than five spelling, grammar, or syntax errors per page of writing.	numerous spelling, grammar, or syntax errors throughout the response.
Evidence and Practice ____/20	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall leadership practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall leadership practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall leadership practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall leadership practice are presented, as applicable.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untdallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDDisability@untdallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette":

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online

environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untDallas.edu/dlit/ecampus/requirements>
- <https://blackboard.secure.force.com/publickbarticleview?id=kAB700000008Oom>
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html

Dialogue Group Discussions:

Prompt 1: July 11

In your reading Chapter 1 and 2 of the book *Leaders Who Make a Difference: Essential Strategies for meeting the Nonprofit Challenge*, and the enclosed article, *Managerial leadership: A review of theory and research. Journal of management, 15(2), 251-289*, select three styles that you have implemented and provide examples that you have utilized in your personal or professional lives. As you examine the situation and the style used, could there have been another leadership style implemented that might have resulted in a different outcome and if so, why?

Prompt 2: July 13

There are several forms of capital that are critical to the growth of an organization that leaders must consider. Human capital (education and experience) is necessary but we often fail to analyze the role of social capital in leadership of nonprofit organizations. Are there opportunities as a leader to expand your social network that can bring about both internal and external opportunities?

On page 29, Adler, P. S., & Kwon, S. W. (2002) state "... even when social capital is beneficial to a focal actor, it can have negative consequences for the broader aggregates of which that actor is a part; when the lens of social capital is used to analyze complex organizations, these multilevel issues are inescapable." Provide examples of when social capital in an organization or a within a community might have negative consequences and why?

Prompt 3:

July 15

Many nonprofits begin from an idea to fill a perceived need. Quite often, this need does not take into account what is already available within a community. Leaders must identify existing assets in order to be effective in the communities they serve. This includes both internal and external assets. After completing pages 12-16 of <http://hdanielsduncanconsulting.org/pdfs/Asset%20Mapping%20Toolkit.pdf> using a current or previous organization you've worked with as the point of reference, share with the group your next steps based on your discoveries in completing the asset map. How will this inform your leadership?

Prompt 4:

July 18

Vision is critical to the success of an organization and leaders must deal with the tension of the here and now as well as the future. This tension can be fueled by the ever changing dynamics that exist within organizations and communities. Because of the challenges that leaders face, leaders are often in the position of serving as a change agent. After reading Chapters 4-6 of **Leaders Who Make a Difference: Essential Strategies for Meeting the Nonprofit Challenge** by Burt Nanus, Stephen M. Dobbs, what are 2-3 key concepts from the text that can be implemented in your personal and professional leadership?

Prompt 5

July 21

The elephant in the room in most organizations and communities is power and privilege. As leaders, we must be aware of the impact of our own personal power as well as organizational power. This impact can determine our ability to be effective in creating the change we'd like to create. In the book **Leaders Who Make a Difference: Essential Strategies for Meeting the Nonprofit Challenge**, one of the roles leaders occupy is that of a politician. Referencing the content from the article and the text, explore when you've witnessed power at work in both a positive and a negative way in an organization and its impact.

Prompt 6:

July 23

According to *Toxic Leaders And The Social Environments That Breed Them*, "Toxic leadership is a combination of self-centered attitudes, motivations, and behaviors that have adverse effects on subordinates, the organization, and mission performance. This leader lacks concern for others and the climate of the organization, which leads to short- and long-term negative effects." After viewing the video and completing the assigned reading, discuss your personal experiences with toxic leaders and what can you do in your leadership practice to create a work environment that is not toxic.

Prompt 7:

July 29

Part I of Amanda Sinclair's **Leadership for the Disillusioned** addresses several topics: the seduction of leadership, transformational and transactional leadership as well as the value of reflection. Offer insights that you've gained from reading pages 1-52 that can be implemented into your leadership practice. Share key insights that the material offered.

Prompt 8:

August 1

Part II of Amanda's Sinclair's **Leadership for the Disillusioned** (pgs. 55-124), discusses the concept of power. Based on the content in the book, address your own three personal experiences with power as discussed in the book. In your personal assessment using the book as a reference, what is the role of the body and mindfulness in leadership?

Prompt 9:

August 3

Discuss the role of identity and authenticity in leadership as referenced in Part III of Amanda's Sinclair's book, **Leadership for the Disillusioned** (pgs.127-186). How do these concepts inform both your personal and professional leadership practice?