LTU'S College of Management prepares students for the challenges and opportunities of the global economy through interdisciplinary educational programs that emphasize the multiple business, ethical, social, and technological dimensions of leadership and management.

COURSE TITLE BLACKBOARD SITE	MGT 6033 Leading Change and Capacity Building in Nonprofits Fall 2012 – http://my.ltu.edu and select CRN 1499
INSTRUCTOR	Richard Rappleye Adjunct Professor, College of Management Telephone: 248-224-7978 E-mail address: RRappleye@LTU.edu Office hours by appointment
SCHEDULE	September 5 – December 15, 2012 Refer to http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp for the last date to withdraw and other important registration related information.
LEVEL/HOURS PREREQUISITE	Undergraduate Degree A general understanding of the business world, including profit and nonprofit organizations, and a desire to learn more
REQUIRED TEXT (See Blackboard for additional resources)	Ian Palmer, Richard Dunford, Gib Akin, 2009, Managing Organizational Change, A Multiple Perspectives Approach, Second Edition. The McGraw-Hill Companies, ISBN-13:978-0-07-340499-8 John P. Kotter, 2002, The Heart of Change Real Life Stories of How People Change Their Organizations, Harvard Business Review Press, ISBN-13:978-1-57851-254-6 Available for online purchase through LTU Bookstore at: http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489 Papers/Articles/Videos/Links to be provided
ADDITIONAL RESOURCES	LTU Online student resources: http://www.ltu.edu/ltuonline/
TECHNICAL SUPPORT	Technical support for using Blackboard is provided by the Helpdesk, 248.204.2330 or helpdesk@ltu.edu. Send the Help Desk a form detailing any issues by clicking here http://tinyurl.com/3yqrvne.

COURSE SCHEDULE FOR COLLEGE OF MANAGEMENT (GRAD) SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

Dates	Modules	Topics / Readings	Assignments Due
Prior to Semester Start and Sep 5 – Sep 9	Module 0 Orientation	Overview of textbook Online Learning Orientation Course Orientation and group introductions	Course orientation, review syllabus and overview videos, Bb Discussion Board, respond to Introduction blog and Questionnaire
Week of Sep 10 – Sep 16	Module 1 People Facing Change	Chapter 3 & 4 Palmer	Bb Discussion Board, video, respond to Myers-Briggs link
Week of Sep 17 – Sep 23	Module 2 Degree of Change – Organizational/ Personal	Introduction – Kotter	Bb Discussion Board, video, email Myers-Briggs results (with comments), select article for 'change in news' blog
Week of Sep 24 – Sep 30	Module 3 Vision/Mission	Chapter 9 Palmer, Step 3, Kotter	Bb Discussion Board, video, submit 'change in news' article on blog, research and select leader in the field
Week of Oct 1 – Oct 7	Module 4 Team, Collaboration	Steps 1 & 2, Kotter	Bb Discussion Board, video, submit Leaders in Field paper
Week of Oct 8 – Oct 14	Module 5 Resistance to Change	Chaper 6, Palmer	Bb Discussion Board, video, complete Leadership Assessment survey
Week of Oct 15 – Oct 21	Module 6 Handling resistance	Chapter 10, Palmer	Bb Discussion Board, video, submit Professional Objectives paper
Week of Oct 22 – Oct 28	Module 7 Role of Communications	Chapter 11, Palmer, Step 4, Kotter	Bb Discussion Board, video – interviews, submit second 'change in news' blog article.

Dates	Modules	Topics / Readings	Assignments Due
Week of Oct 29 – Nov 4	Module 8 Persistence/Consistency	Chapter 7, Palmer, Step 7, Kotter	Bb Discussion Board, video
Week of Nov 5 – Nov 11	Module 9 Learning Organizations	Covey's 'Seven Habits of Highly Effective People' Articles – Peter Senge	Bb Discussion Board, videos – interview,
Week of Nov 12 – Nov 18	Module 10 Procedures/Systems	Chapter 8, Palmer Step 8, Kotter	Bb Discussion Board, video – interviews, submit Nonprofit Organization paper
Week of Nov 19 – Nov 25	Module 11 Your Role in Change	Chapter 12, Palmer **Light Week – Thanksgiving Break**	Bb Discussion Board, video – interviews,
Week of Nov 26 – Dec 2	Module 12 Sustaining Change	Conclusion, Kotter	Bb Discussion Board, video,
Week of Dec 3 – Dec 9	Module 13 Pulling it all together		Bb Discussion Board, video, submit Change/Leadership Self-Assessment paper
Week of Dec 10 – Dec 15	Final	Course Summary End of Course	

STUDENT EVALUATION

Online participation accounts for 400 points and consists of Bb Discussion Board, quizzes, blogs and other online exchanges. Points are based on participation, thoughtfulness/insight reflected in answers/responses, and quality/helpfulness of responses to other students postings.

The course has 4 assignments totaling 600 points. Letter grades are awarded based on the total number of points achieved. Points are deducted for late assignments.

EXAMPLES:

Assignments	Points
Participation Online (includes Discussion Board, blogs, other)	400
Leaders in the Field paper	100
Professional Objectives paper	75
Nonprofit Organization creation	150
Change/ Leadership Self-Assessment paper	275
Total Points	1000

Class Points	Letter Grade
96 and above	A
90 – 95	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
61 – 70	D (Undergrad Only)
60 and below	E

Note: Grades lower than a "B" fall below the LTU graduate standard

EDUCATIONAL GOALS

The goal is for the student to gain a general understanding of the concepts involved in change, transition and capacity building in the nonprofit sector. The course is designed with flexibility to allow students to go deeper into their specific areas of interest. Participants are expected to determine and select those areas of interest, to perform additional research and contemplation in that area, and to submit their findings and observations for discussion and follow-up.

This course explores the environment in which nonprofit managers and leaders operate, with the emphasis on the creation of change and capacity building. This is done by addressing issues unique to

nonprofits and also looking at activities of the private and public sectors that are closely related. Recognition of the differences between grant makers and grant seekers will be essential. Emphasis is placed on understanding political, social, legal, ethical and economic factors affecting nonprofit organizations.

Ample opportunity for research and analysis will be provided. Through a case approach, assignments may be made to individuals, but some may involve groups or teams working together to develop and present both information and recommendations. Emphasis will also be placed on general understanding, rather than memorization.

Management and leadership issues facing nonprofits will be an underlying theme, though ethics, values, and relationships will also be involved.

STUDENT LEARNING OBJECTIVES / OUTCOMES

Learning Objectives/Outcomes for Student:
- Identify and analyze the management and leadership issues facing nonprofits that are involved in leading change and major transitions in nonprofit organizations.
- Comprehend the distinguishing characteristics of the nonprofit sector by comparing profit and nonprofit goals, unique elements and different organizational structures, for the purpose of better understanding the challenges to leading change and building capacity.
- Access your personal interests in the nonprofit sector and determine specific areas for further research and evaluation.

These objectives will be evaluated through assignments, quizzes and other methods throughout the course.

PREREQUISITE SKILLS

Some experience in management and nonprofits will be helpful, but not a requirement.

INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

Blackboard Learning Environment – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated PowerPoint mini-lectures, podcasts, written lecture notes, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

Student/Instructor Conversations – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations.

Required Reading – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.

Assignments – There are four (4) separate papers/projects as part of this online course.

> **Leaders in Field -** Prepare a 4-page (double-spaced) opinion paper on a leader in the field of management change and leadership of your choice (4 pages equals about 1600 words). The paper will be discussed further to aid in the selection of a specific leader.

> **Professional Objectives (Future Learning) -** The second paper should briefly address the key concepts and principles learned from this course, and more directly how this learning may add value to your future learning or professional objecti*ves.* This should be about 4-6 pages in length.

Nonprofit Organization - Prepare a 6-8 page (double-spaced) reflective paper on the nonprofit organization you will have created during this course. Your paper will be evaluated based on the depth of your assessment/thought, your linkage to course content, and your overall organization and writing quality. You may decide which concepts to emphasis from the list below. You will want to take notes from the beginning and throughout the course to facilitate preparing this paper.

Change/Leadership Self-Assessment - The final paper/project is your Change/Leadership Self-Assessment that should be a 10-12 page (double-spaced) reflective paper on your own ability to respond, lead and/or participate in change. This should include most of the elements listed below. This will be evaluated on the degree of thought, introspection, honesty and awareness illustrated. An example of such a paper will be provided later in the course.

See the following **Assignment Detail** for more information.

Nonprofit Organization Paper/Project

Purpose of this exercise/project is to allow you to create your own nonprofit. You will need to start with a vision and a mission. This will be addressed early in the course and you will be expected to add content to "your nonprofit" as the course continues.

You're expected to start an outline for the project early in the course (no later than Module 2). Initial outlines are not required to be submitted for grading. They are recommended to aid you in meeting the established due dates. This outline and your approach will also be addressed in later modules and you're expected to adjust as appropriate in preparation for the final paper.

Your nonprofit should include most of these elements:

1. Vision and Mission Statements
2. Well thought out program areas to achieve you mission
3. Strategic goals and timeframe
4. Projected budgets for first two years, fifth year and tenth year
5. Organization structure to reach your short and long term goals
6. Administrative support needed (i.e. financial, communications, technology)
7. Board size and expectations
8. Examples of critical internal guidelines required
9. Approach to evaluation and outcome measurement
10. Job description for CEO
11. Your role, if any, in this nonprofit organization

Change/Leadership Self-Assessment Paper/Project

Purpose of this reflective exercise/project is for you to take the concepts of this course and try to convert them from academic theory to personal practice, while at the same time putting yourself in the center of this real life setting. This should be accomplished through self-observation, interaction with others, honest evaluation, realistic expectations and tangible conclusions. It is hoped that you will take your new understanding of organizational change and effective leadership and reach a greater insight on how you could move forward in your career and life. In determining your strengths, weaknesses and competencies you will need to also integrate information from any past performance reviews, 360 assessments and interviewing of three (3) individuals you know, and who know you well.

This Change/Leadership Self-Assessment paper at minimum should consist of:

1. A brief **autobiography** of yourself. (1-2 pages)
2. An assessment of your personal vision and mission statement, including discussion of your values and orientation (i.e. what are your **values** – do they align with you organization/family/others and do others agree with your evaluation; what is the **vision** you have for yourself and/or your organization/family - does that vision reflect your values; what is your **purpose/mission** – does it clearly spell out what you will be doing and how you will behave, and does it fit within the purposes of others?). (2-3 pages)

3. Determination of your **management style**, including what types of influence tactics do you use most effectively, your personality type, management techniques needing further development and whether your conclusions are supported by others. Also, is your style linked to your values, vision and mission? (2-3 pages)
4. Confirm your **core competencies**, including examples to support and feedback from those interviewed. (2-3 pages)
5. Describe your capacity to be an effective **leader or participant** in change, emphasizing present strengths and competencies and areas needing further development. (2-3 pages)
6. You need to interview at least three other people who know you well personally as well as professionally. Suggest you use both narrative and comparison chart to reflect your findings, reactions and opinions. Also include plans, if any, to act on the results and possible insights.

Paper is to be double-spaced and from 10-14 pages in length. The paper is due near the end of the course, as shown in the syllabus.

Online Participation
This is an online course and participation in responding to **Discussion Board** questions and to other student's postings are both expected and required. Online participation also includes **Change in the News**, **Quizzes** and **other** online methods (i.e. personality and leadership assessments). Additional information for online participation follows.
Discussion Board - The detail questions and response guidelines are included in each module.
Change(Nonprofit) in the News - The goal of this assignment (Change in News summary) is for each student to locate information (online, in print, on the news, in the paper, etc.) on some activity in the nonprofit world that can be tied back to the current chapters we are covering. Each student will generate a post that summarizes the news item (tell us about the activity/change), connect it to our chapters (make the connection) and ask an open-ended question of the class regarding the activity involved. During this course there will be at least two of these posts.
Chapter/Module Quizzes - Chapters may have an online quiz. Each quiz would consist of 5 to10 questions selected at random from a pool of questions that may include true/false, multiple choice, essay, and short answer. Quizzes will be made available at different/unscheduled times and will remain open for four (4) days. Students may take the quiz twice (2), quizzes cannot be saved and then resumed. Retaking the quiz may generate new questions.

CLASS POLICIES AND EXPECTATIONS

I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:
Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under "Blackboard Tools", then "Personal Information"** and send an email to me to store your email address in my directory.
Readings, discussion forum participation, and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments.
It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.
All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, contact the instructor in advance.
Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.
Be prepared to log into Blackboard at least once each day. Please focus your online correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.

At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:

- I will be available to you via e-mail and phone, and will reply to your messages within a reasonable time.
- I will be available to you for face-to-face appointments as needed.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out e-mail updates to all class members to guide upcoming work and remind you of assignment due dates.
- I will respond to all assignments within a reasonable time, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
- If any of these points need clarification, or should special circumstances arise that require my assistance, please contact me so that we may discuss and resolve the matter.

PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires <u>at least</u> nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 13-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through any online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time of approximately 42 hours to roughly correspond with the point value of each major assignment.

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively.

ASSIGNMENTS

Course assignments have been detailed earlier, evaluation criteria are detailed below. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

Details for all assignments are shown below. Please note that you should not submit any assignments to the Blackboard "Digital Drop Box." All assignments are submitted using the Blackboard "Assignments" or "SafeAssign" function. Some assignments are also posted to the Blackboard Discussion Forum for student comments.

Assignments (4) (600 Points)

Overview –
- Leaders in the Field   (100)
- Professional Objectives   (75)
- Nonprofit Organization   (150)
- Change/Leadership Self-Assessment (275)

Deliverables and Evaluation – Through Blackboard "Assignments/SafeAssign." Feedback on each Assignment will be provided.

Quizzes and Online Participation (400 points)

Each student is expected to actively participate in online activities. Class participation is evaluated to a maximum of 400 points based on:

Up to 120 points – Reading the required text chapters and working through any online practice quizzes; blogs (i.e. change in news); and other online exchanges.

Up to 280 points – Actively participating in Blackboard discussion forums, responding to questions posted by the instructor, and interacting positively with other students.

SYLLABUS ADDENDA

Please see the LTU Online "Current Students" web site http://www.ltu.edu/ltuonline/ for comprehensive information about Lawrence Tech's academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included in these syllabus requirements.

The LTU Online "Current Students" web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the eHelp web site regarding the use of the SafeAssign product.

Undergraduates: Leadership Transcripts

The leadership transcript enables students to track co-curricular activities that are undertaken above and beyond the requirements of the LTU curriculum. The leadership transcript serves students by enhancing the leadership portfolio; providing the opportunity for a transcript of distinction; enhancing their resumes; and assisting in articulating leadership experience. It can be accessed by logging on to Banner Web and clicking the Student and Financial Aid tab. Leadership Activities is located at the bottom of the list. More information is available at http://www.ltu.edu/leadership.