**Summer 2010 (10 Weeks)**

**Weekday 5:45pm – 8:50pm, Saturday 9:00am – 12:15pm**

*April 19–April 23*.......................... Advance Registration
*April 26– May 11*.......................... Registration continues
*May 11*............................ Last day to register without late fee
*May 12* ... Classes begin; Add/Drop Period begins; late registration fee applies
*May 25*.......................... Last day to drop with tuition credit
*May 26*..................... Withdrawal period begins; late transaction fee for added courses
*May 28*.......................... Last day of classes before Memorial Day
*June 1*.......................... Classes resume
*July 7*.......................... Last day to withdraw
*July 22*.......................... End of Summer 2010 term

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**College of Management**

Online Course Syllabus* Summer, 2010

*Students may want to print this syllabus in order to have all key course information available off-line.*

| **Course Information** | Course Number: 6033  
Course Name: Leading Change and Capacity Building for Nonprofits  
CRN: 5383  
Course Location: / Classroom: Online |
|-------------------------|--------------------------------------------------|
| **Instructor Contact Information:** | Name: Dr. Jane Seiling  
Title: Adjunct Faculty  
Telephone: 419-991-0959; cell: 419-236-8455  
E-mail: janeseiling@aol.com  
Office Location / Hours: By appointment |
| **Meeting Dates:** | *This is an online course and will not meet onsite.*  
*Note:* Refer to [http://www.ltu.edu/management/academic_calendar.asp](http://www.ltu.edu/management/academic_calendar.asp) for the last date to withdraw and other important registration related information. |
| **Course Prerequisites:** | It is assumed that the course participant will have a working knowledge of organizational practices through acquired experience as well as academic graduate standing. |
| **Course Text Books and Other Materials** | Required Text(s):  
(1) Main Text: Leading Change & Capacity Building for Nonprofits (provided online at no cost to student)  
Optional Materials:  
The last three books can be purchased at online stores. |
| **Course Description** | This course provides the conceptual framework and tools to lead and deal with the organizational change needed to pursue capacity building strategies and other organization change needs. Students will examine both social and organizational level change that provides the foundation to lead a change initiative. Students will be introduced |
to the field of capacity building; its key players, concepts, and theories. It addresses basic competencies principles and skills necessary to bring about change and building capacity at the individual, organizational, multi-organizational, and global capacity levels.

### Course Objectives

The course focuses on introducing and demonstrating a variety of techniques/applications for assessing individual leadership competencies and the capacity to generate action plans for capacity building in nonprofit (and for-profit) organizations. Other related topics relating to nonprofit change and capacity building include:

- Strengthening Understanding of the Importance of Change Capacity and Capacity Building Efforts to Achieve Change in Nonprofits
- Recognition of the Complexity Issues in Nonprofits
- Looking at Three Theories for Change: Kotter’s 8-steps to change, Appreciative Inquiry, and Sensemaking as Tools for Leading Change as well as: Question Thinking – Learner versus Judger Model, Whole System Strategic Planning, Future Search, and Balanced Scorecard
- Understanding and Addressing the Impact of Resistance to Change
- Learn About The Minority Influence Model
- Stakeholder versus Shareholder Governance Models
- Introduction to Various Theories of Capacity Building during Change
- Effective Leadership Competencies during Change
- Roles and Responsibilities of Nonprofit Boards and Executives during Change
- Linkage between Organizational Vision and Change Implementation

### Technical Support:

For software or hardware issues, contact the LTU Help Desk
Telephone: 248-204-2330
E-mail: helpdesk@ltu.edu

For Blackboard issues, contact the VTRC
Telephone: 248-204-3750
E-mail: vitrc@ltu.edu

### Academic Support:

<table>
<thead>
<tr>
<th>Library</th>
<th>Matthew DeGennaro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone: 248-204-3000</td>
<td>COM Executive Skills Resource Center</td>
</tr>
<tr>
<td>Library Website: <a href="http://www.ltu.edu/library/index1.asp">http://www.ltu.edu/library/index1.asp</a></td>
<td>Telephone: 248-204-3088</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:refdesk@ltu.edu">refdesk@ltu.edu</a></td>
<td>E-mail: <a href="mailto:mdegennaro@ltu.edu">mdegennaro@ltu.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Achievement Center</th>
<th>COM Computer Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone: 248-204-4120</td>
<td>Room M215</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:hobart@ltu.edu">hobart@ltu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

### Student Services Support:

Office of Student Affairs
Telephone: 248-204-4100
Website: http://www.ltu.edu/student_affairs/index.asp

LTU Hotline: To check for school closing, Blackboard/Banner availability, or other issues call the LTU Hotline at 248-204-2222.

Campus Safety Services 248-204-3945

### Course Policies

1. **Assistance:** Students are encouraged to contact the instructor at any time if they are having difficulties in the course. Note telephone numbers above.

2. **Conduct:** Students are expected to conduct themselves in a professional manner at all times and to be courteous to their classmates. The use of objectionable language is strictly prohibited. Additionally, cell phones, pagers, and other personal electronics should be set to silent mode. Additional information covering the Student Code of Conduct can be accessed at [http://www.ltu.edu/student_affairs/student_conduct.asp](http://www.ltu.edu/student_affairs/student_conduct.asp)

3. **Academic Integrity Guidelines:** Academic honesty is an important character trait for all students. While students often feel pressure to earn high grades while in school, few employers dwell on a student’s grades after graduation. One’s honesty, however, is always important to employers, family and others with whom students eventually come in contact. Students benefit themselves in the long run when they work honestly, accepting their grades, and avoiding the temptation to cheat.
Components
In all College of Management courses, students are expected to:
- Submit original work done by the student, specifically for the course. This means that it is wrong to submit work done by someone else or to utilize work that a student has done in a prior course.
- Cite all sources from which the student received help. This means that one’s papers must indicate from where quoted or paraphrased material has come.

Homework
In completing homework assignments, instructors expect that students will attempt to solve assigned problems by themselves or, if permitted by the instructor, by a group of students. Normally, instructors allow for general discussion between students about how to solve a problem. In no case, however, is it acceptable for one student to copy a solution from a peer.

Technical Assignments
Technical assignments (such as computer programs) are to be developed by a student’s (or team of students, if permitted by the instructor) independent effort. As with homework, general discussion between students on how to approach a problem may be acceptable. It is unacceptable, however, to copy a peer’s program and submit it as one’s own work.

Term Papers
This course is fully reliant on written papers, therefore, students will be assigned term papers and smaller papers in this coursework. In grading such papers it is important for instructors to know which ideas are the student’s own thoughts and which are either copied or paraphrased from another source. Hence, students must cite their sources using the publication manual of the American Psychological Association (APA).

Sanctions
Academic dishonesty includes plagiarism, cheating, forgery, or other acts that deceive or defraud in regard to a student’s own academic work or that of others. The Dean of the College responsible for the courses in which they occur reviews questions of academic dishonesty. When necessary, cases of academic dishonesty may be referred to the Student Discipline Committee. The usual penalty for academic dishonesty is failure in the course on the first offense, and expulsion from the University on the second offense. For more information visit Academic Honor Code at [http://www.ltu.edu/currentstudents/honor_code.asp](http://www.ltu.edu/currentstudents/honor_code.asp).

4. Class Participation and Absences: Sharing your professional experience will strongly enhance online sessions and is necessary for the practical skills we will apply throughout the semester. Therefore, attendance and actively participating during class and online sessions is essential and will be given significant weight in your final grade. Missing one on-ground session will not enable you to pass the class successfully. If you anticipate several absences, you are advised to withdraw.

5. Late Work: All assignments must be completed prior to the class for which they are assigned. Late work will be reduced in value by 10 points per day.

Additional Items:
- **Email Account:** Each student has an automatic email account in the LTU system. If there is another email address you prefer, your email address can be changed in the Blackboard Course Management System under Student Tools. For our first on-ground meeting, you are expected to come to class with an activated email account to be given to the instructor and all students.
- **Passwords:** Passwords for Blackboard Course Info should be reset as soon as possible. Currently your password is your Banner ID number (example 000000671). Passwords should be changed as soon as possible. Passwords can also be changed under Student Tools.

Class Assignments: Reading and written assignments must be completed prior to the class for which they are assigned. Late work will be reduced in value by 10 points per day.

Online Assignments: This class is dependent on completion of Discussion Board participation and online assignments. Deadlines for submission posted in the Syllabus on Blackboard.

Submit online assignments directly to me at janeseiling@aol.com. I emphasize, when submitting online assignments, place your name and course number (MGT6033) in the Subject Line. For example: **Your Name: MGT6033Nonprofit.**

Communications: For online communications and messages, please plan on logging on two to three times a week. This is a major part of your grade. Note that Dr. Seiling monitors both content and attendance online. Dr. Seiling may or may not be a contributor to a discussion. Communication between students is intended to expand learning through the contribution of each member.

Learning Methodologies: The participant is expected to read materials and chapter assignments for each session. Online assignments will be utilized for practical performance-based applications that support leadership and management practices related to leadership of change and learning essential for building capacity in nonprofits. Applications include learning concepts and theories, application of self-leadership concepts, case studies, active participation on the Discussion Board, and related activities. It is essential that all participants contribute to the learning objectives of the course through their sharing their experiences and working knowledge of organizational practices.
### Student Evaluation

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>Participation Online (includes Discussion Board and review writings)</td>
<td>60</td>
</tr>
<tr>
<td>Change Leadership Self-Assessment (C-LSA)</td>
<td>55</td>
</tr>
<tr>
<td>Vision/Mission</td>
<td>10</td>
</tr>
<tr>
<td>Change Leadership Essay</td>
<td>10</td>
</tr>
<tr>
<td>Capacity Building Essay</td>
<td>10</td>
</tr>
<tr>
<td>Change Initiative Proposal</td>
<td>70</td>
</tr>
<tr>
<td>Statement of Purpose</td>
<td>10</td>
</tr>
<tr>
<td>Total Points</td>
<td>225</td>
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</table>

### Percentage

<table>
<thead>
<tr>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>96 and above</td>
<td>A</td>
</tr>
<tr>
<td>90 – 95</td>
<td>A-</td>
</tr>
<tr>
<td>87 – 89</td>
<td>B+</td>
</tr>
<tr>
<td>83 – 86</td>
<td>B</td>
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<tr>
<td>80 – 82</td>
<td>B-</td>
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<tr>
<td>77 – 79</td>
<td>C+</td>
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<tr>
<td>73 – 76</td>
<td>C</td>
</tr>
<tr>
<td>70 – 72</td>
<td>C-</td>
</tr>
<tr>
<td>61 – 70</td>
<td>D (Undergrad Only)</td>
</tr>
<tr>
<td>60 and below</td>
<td>F**</td>
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</tbody>
</table>

*NOTE:* Grades lower than a “B” fall below the LTU graduate standard

**NOTE:** If a student’s final grade is lower than a C, then the student will receive an F grade (There are no C- or D grades for graduate students.)

You will notice there are no quizzes or tests in this course. The midterms, and final are all papers, although there might be a surprise quiz in there somewhere. The rubric for grading is posted on page 7 & 8. Take the time to write according to the guidelines and “do your homework.” This also applies to your participation on the Discussion Board (DB). The papers and the Discussion Board are the key components of participation in this course. **Remember: I have expectations of your papers to be written at a master’s level:** 1) Follow guidelines, 2) Include references in APA style (see Bb), 3) Good punctuation and language! 4) Cover your topic(s) completely. See writing rubric below.

### College of Management

Online Course Syllabus* Summer, 2010

6033 – 5383 Course Schedule

(Note: Subject to Change)

<table>
<thead>
<tr>
<th>Session Number</th>
<th>Date</th>
<th>Topics/Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Wk of</td>
<td>Expectations</td>
<td>&gt;Review Syllabus and preparatory reading.</td>
</tr>
<tr>
<td>Date</td>
<td>Week of May</td>
<td>Assignment</td>
<td>Instructions</td>
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</table>
| May 3     |             | Read pp. 5-27 of *Building Capacity in Nonprofit Organizations* (See Module 0, Documents, Blackboard)  
Read *Introduction* in LC/CB, posted on Blackboard, Module 0, Documents.  
Optional text: Read Collins’ Monograph on the Social Sectors | >Familiarize yourself with Blackboard. See above for instructional opportunities.  
>Optional: Submit a two-page ‘review of learning’ for the assignments in this module to Dr. Seiling. You might include what surprised you, what informed you, or what you do not agree with.  
>Participate on the Discussion Board (DB). |
| 1         | Wk of May 10| **Read Chapter 1, What is Change? in the LC/CB text.**  
**Read pgs. 1-14, Introduction, HofCh**  
*Complete the Agility Assessment:* Go to http://www.leadershipagility.com/assess_style/php. (There is an underline between assess_style. These materials will be useful in writing your Change Leadership Self-Assessment (the last course paper). Email final report to Dr. Seiling. You may also use previously taken self-assessment materials if you have them.) | >Review Syllabus posted on Blackboard.  
>Participate on Discussion Board. See rubric below.  
>Submit a 3-page +/- ‘review of learning’ on change Dr. Seiling by Sunday, May 23, 11:45p. |
| 2         | Wk of May 17| **Chapter 3, Leading Change, of LC/CB text**  
And **Chapter 4, The Change Leader**  
(Also read pp. 5-27 of *Capacity Building in Nonprofits*, posted on Blackboard, Module 0, if you did not read the assignment in Module 0.) | >Participate in the Discussion Board (DB).  
>This is the main topic for this course so please submit a 3-page +/- ‘review of learning’ on change Dr. Seiling by Sunday, May 30, 11:45p. |
| 3         | Wk. of May 24| **LCCB: Read Chapter 2, Elements that Impact change and Ch. 8: Strategies.**  
HofCh: Steps 1-3, pp 15-82.  
Guidelines, materials, and samples for writing your C-LSA are posted on Module 3.  
**FYI:** It is suggested that you complete your interviews for your Change Leadership Self-Assessment (C-LSAs) asap as there is much to accomplish in order to effectively write your C-LSA due on Sunday, June 1, 11:45p.  
The reading materials for the assignments are posted on Module 3. Also, Kotter, Step 3, assigned above, may be helpful in writing your vision and mission statements. | >Participate on the DB.  
**Due Sunday, May 30, 11:45p:**  
- Complete your personal values exercise.  
- Perform your Strategic Hunt: Locate your organizations values statement, vision, and mission.  
- Write your personal vision and mission statement.  
- Email all to Dr. Seiling.  
>Submit a 3-page +/- ‘review of learning’ paper on leading change to Dr. Seiling by Sunday, May 30, 11:45p. |
| 4         | Wk of May 31| **Read LCCB: Chapter 5, Capacity Building and read: Capacity Building from Fieldstone in the Library**  
*Scan for the important* in pp. 27-75 from *Effective Capacity Building in Nonprofit Organizations*, available on Module 2. This is a very informative piece so scan it well. Pay attention to the CB model. | Write a 3-page essay on capacity building. Due on Sunday, June 6, 11:45p. Email to Dr. Seiling.  
>Participate in the DB – Module 4.  
In reference to writing your C-LSA: Do not hesitate to contact me by email or phone if you have questions regarding writing you C-LSA or want me to do a preliminary look.... |
<table>
<thead>
<tr>
<th>Week</th>
<th>Reading/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Wk of June 7</td>
</tr>
<tr>
<td></td>
<td><strong>Read/scan</strong> The Barrett &amp; Fry book on Appreciative Inquiry</td>
</tr>
<tr>
<td></td>
<td>Read/Scan: ‘Sensemaking from the Library'</td>
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<tr>
<td></td>
<td><strong>NOTE:</strong> C-LSA paper is due on Sunday, June 13, 11:45p. Email it to Dr. Seiling.</td>
</tr>
<tr>
<td></td>
<td>There will be no DB this session.</td>
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<tr>
<td>6</td>
<td>Wk of June 14</td>
</tr>
<tr>
<td></td>
<td>Chapter 7: Org. Dev.</td>
</tr>
<tr>
<td></td>
<td>HofCh: Step 4, pp. 83-103; Step 6, pp. 125-141, skipping Step 5 for now.</td>
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<tr>
<td></td>
<td>Guidelines/Samples of the <strong>Statement of Purpose</strong> (SOP) for final paper is posted on Module 6.</td>
</tr>
<tr>
<td></td>
<td>If you want me to go over your SOP, we can do it by email or a call. Prior to writing your SOP, you might do the Kotter exercise on p. 140.</td>
</tr>
<tr>
<td></td>
<td>&gt;Submit a <strong>2-page</strong> paper covering reading assignments for Modules 5 &amp; 6 to Dr. Seiling by Sunday, 20, 11:45p.</td>
</tr>
<tr>
<td></td>
<td>Participate in the Discussion Board.</td>
</tr>
<tr>
<td>7</td>
<td>Wk of June 21</td>
</tr>
<tr>
<td></td>
<td>HofCh: Steps 7 &amp; 8, pp. 143-177.</td>
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<tr>
<td></td>
<td>LC/CB: Ch. 9, Communication</td>
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<tr>
<td></td>
<td>&gt;Submit a <strong>2-page, single-spaced</strong> paper covering reading assignments for Modules 5 &amp; 6 to Dr. Seiling by Sunday, 11:45p.</td>
</tr>
<tr>
<td></td>
<td>&gt;Post your <strong>Statement of Purpose</strong> on DB. Email to Dr. Seiling. <strong>Due on Sunday, June 27th, 11:45p.</strong> This is important for your final paper so do it well. Make comments on other student postings as your desire.</td>
</tr>
<tr>
<td>8</td>
<td>Wk of June 28</td>
</tr>
<tr>
<td></td>
<td>Read LCCB: Chapter 10, Resistance and, Ch. 11, Grassroots Change and the Tipping Point</td>
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<tr>
<td></td>
<td>Guidelines and samples of the CIP due on July 18th are posted in Module 8.</td>
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<tr>
<td></td>
<td>Write a <strong>2-page essay</strong> on chapters 10 and 11. Submit essay to Dr. Seiling by Sunday 4th, at 11:45p.</td>
</tr>
<tr>
<td></td>
<td>There will be no DB this week. My one concession to the holiday week end.</td>
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<tr>
<td></td>
<td>I will be happy to look over your CIP papers if you get them to me in time to look over them and to get them back to you in time to make changes.</td>
</tr>
<tr>
<td>9</td>
<td>Wk of July 5</td>
</tr>
<tr>
<td></td>
<td>Chapter 12, Integration, Accountability, and Sustainability of Change in LC/CB.</td>
</tr>
<tr>
<td></td>
<td>There will be a minimum of three questions on DB; They will cover the reading for last week and this week.</td>
</tr>
<tr>
<td></td>
<td>Submit a <strong>2-page review of learning</strong> to Dr. Seiling.</td>
</tr>
<tr>
<td>10</td>
<td>Wk of July 12</td>
</tr>
<tr>
<td></td>
<td>No late papers will be accepted.</td>
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<tr>
<td></td>
<td>Final paper, The Change initiative Proposal, is due on Sunday, July 18th, 11:45p, email it to Dr. Seiling.</td>
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<td></td>
<td>Participate in the final Discussion Board, opening early.</td>
</tr>
<tr>
<td>11</td>
<td>Wk of July 19</td>
</tr>
<tr>
<td></td>
<td>Your Reflective Consolidation Paper is <strong>due on July 20th</strong>. Grades will be posted upon receipt of all papers.</td>
</tr>
</tbody>
</table>
Online Participation Components and Requirements Rubric

In-Class & On-Line Participation Rubric
The following rubric or guidelines will be employed when grading both in-class and on-line or BlackBoard (Bd) participation points.

On-line Participation Points
Students will be graded for their on-line participation using BlackBoard. You will respond not only to questions posted by the instructor but to their peer posts as well. Specifically:

- Each student is expected to respond to two postings on the Discussion Board. The instructor will not participate in the DB (unless the discussion takes a turn that needs addressed), but activities will be monitored. It is the student’s responsibility to check BlackBoard on a regular basis (at least two to three times a week).

- Each student must start discussion threads concerning pertinent issues being discussed. Articles, websites, etc., can be attached from a reputable source.

- Each student is required to lead and facilitate his or her own postings. The student is also required to respond to posts from their peers on a regular basis.

- Postings submitted to optional DBs will not be counted.

- Quality of posts - when grading a student’s posts, the instructor will be cognizant of the student writing at the master’s level. Use the following as a guideline. High quality posts receive the maximum number of points.

<table>
<thead>
<tr>
<th>Posting Quality Rating</th>
<th>Examples</th>
</tr>
</thead>
</table>
| High                   | • Original thoughts not already contained in the threaded discussion  
                        | • Cited examples/ideas from the Internet – please list the URL that you have referenced  
                        | • Agreement/Disagreement with other postings and including a strong reason why  
                        | • Sharing of pertinent experiences and grounded opinions on the topic that extend understanding (we learn from the experiences of others) |
| Fair                   | • Some original thoughts/some repeat of what has already been listed in the threaded discussion. |

Written Assignments Rubric

A Paper (Exemplary):

1. Complies fully with the assignment. Information clearly and effectively supports a central purpose or thesis and displays a thoughtful, in-depth analysis of a sufficiently limited topic. The reader gains insights.

2. Is directed towards the assigned topic while meeting the expectations of the assignment.

3. Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are sound.

4. Provides compelling supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.

5. Is well-organized and unified with ideas and sentences that relate to the main topic. The ideas are arranged logically to support the thesis.

6. Uses appropriate, direct language: the writing is compelling; the sentences are well-phrased and varied in length and structure. Paragraphs are well-structured, use of headings is excellent, and the paper shows strong organization.

7. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).

8. Is free of errors in grammar, punctuation, word choice, spelling, and format.
9. Maintains a level of excellence throughout, and shows originality and creativity in realizing 1-6.

**B Paper (Proficient):**

1. Complies in a competent manner with the assignment. Information provides firm support for a central purpose or thesis, and displays evidence of a basic analysis of a sufficiently limited topic. The paper demonstrates overall competency. It shows some originality, creativity, and/or genuine engagement with issues at hand.

2. Is directed towards the assigned topic, offers original thoughts of the writer and follows the guidelines for the writing.

3. Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are adequate.

4. Provides adequate supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.

5. Is well-organized and unified with sentences that relate to the main topic. The ideas are arranged logically to support the thesis. Paragraphs are well-structured, use of headings is good, and the paper shows general organization and flow.

6. Is comprised of well-phrased sentences which are varied in length and structure. There are occasional violations in the writing, but they don’t present a major distraction or obscure the meaning.

7. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).

8. Contains minimal errors in grammar, punctuation, word choice, spelling, and format.

**C Paper (Marginal):**

1. Complies adequately with the assignment. Information supports the thesis at times. Analysis is basic or general. The purpose is not always clear. The paper completes (rather than engages in) the assignment.

2. Presents an unclear position on the topic.

3. Has partial or inadequate introduction and conclusion.

4. Does not provide adequate supporting arguments, evidence, examples and/or details.

5. Is not arranged logically. Ideas fail to make sense and are not expressed clearly. The reader can figure out what the writer probably intends, but may not be motivated to do so.

6. Contains some awkwardly constructed sentences which present an occasional distraction for the reader. Paragraphs are unstructured, headings are missing, and general organization and flow is lacking.

7. Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas.

8. Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which is distracting to the reader.

**F Paper (Unacceptable):**

1. Does not adequately comply with the assignment. The paper does not successfully identify the thesis. Analysis is vague or not evident.

2. Has no rhetorical position.

3. Has an inadequate introduction and conclusion.

4. Does not provide adequate supporting arguments, evidence, examples and/or details. Paragraphs may “string together” quotations without a context of discussion.

5. Is not arranged logically. Frequently, ideas fail to make sense and are not expressed clearly. The reader cannot identify a line of reasoning.

6. Contains frequent errors in sentence structure, which present a major distraction to the reader. Paragraphs are unstructured, headings are missing, and the paper lacks general organization and flow.
7. Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas.

8. Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which obscure the meaning of the passage. The reader is confused and stops reading.

**Major Assignments and Due Dates**

For the most part, all papers are due on Saturday evening. The midterm paper, your C-LSA is due on June 13th.*

Each week there will be smaller papers with a noted length covering the assignments that are to be submitted by Sunday, 11:45p. Any late papers will receive and automatic full grade reduction per day. *

The Change Initiative Proposal (CIP) is due on Sunday July 11th at 11:45p. Email it to Seiling@aol.com. It is double-spaced, and a minimum of 12-15 pages. See examples provided. If you write your SOP well, it will simplify writing the CIP. *

Submit your Consolidated Reflection Paper (what I learned that was useful in this course and how you will use it) to Dr. Seiling by July 20th. Grades will be submitted after I receive all of these papers. *

* Submit online to janeseiling@aol.com by 11:45 PM on assigned due dates.

**Online Participation Components and Requirements Rubric**

**In-Class & On-Line Participation Rubric**

The following rubric or guidelines will be employed when grading both in-class and on-line or BlackBoard participation points.

**On-line Participation Points**

Students will be graded for their on-line participation using BlackBoard. Students will be asked to respond not only to those posts by the instructor but to their peer posts as well. Participation is rewarded by points. Students are encouraged to discuss books, articles, web site URL’s, etc. for discussion purposes that are pertinent to the topic. Specifically:

- Each student is expected to respond to instructor postings. The instructor will not post every week, but activities will be monitored. It is the student’s responsibility to check BlackBoard on a regular basis (at least two to three times a week).
- Each student must start discussion treads concerning pertinent leadership issues. Articles, websites, etc., can be attached from a reputable source.
- Each student is required to lead and facilitate his or her own postings. The student is also required to respond to posts from their peers on a regular basis.
- Postings submitted the final week of class will not be counted.
- **Quality of posts** - when grading a student’s posts, the instructor will use the following as a guideline. High quality posts receive the maximum number of points.

<table>
<thead>
<tr>
<th>Posting Quality Rating</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Original thoughts not already contained in the threaded discussion</td>
</tr>
<tr>
<td></td>
<td>Cited examples/ideas from the Internet – please list the URL that you have referenced</td>
</tr>
<tr>
<td></td>
<td>Agreement/Disagreement with other postings and including a strong reason why</td>
</tr>
<tr>
<td></td>
<td>Accurate references with dates in the written text.</td>
</tr>
<tr>
<td>Fair</td>
<td>Some original thoughts/some repeat of what has already been listed in the threaded discussion.</td>
</tr>
</tbody>
</table>
Written Assignments Rubric

A Paper (Exemplary):

10. Complies fully with the assignment. Information clearly and effectively supports a central purpose or thesis and displays a thoughtful, in-depth analysis of a sufficiently limited topic. The reader gains insights.

11. Is directed towards and meets the needs of a defined audience (is persuasive or argumentative).

12. Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are sound.

13. Provides compelling supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.

14. Is well-organized and unified with ideas and sentences that relate to the main topic. The ideas are arranged logically to support the thesis.

15. Uses appropriate, direct language: the writing is compelling; the sentences are well-phrased and varied in length and structure. Paragraphs are well-structured, use of headings is excellent, and the paper shows strong organization.

16. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.) both in the written text and in the reference listing.

17. Is free of errors in grammar, punctuation, word choice, spelling, and format.

18. Maintains a level of excellence throughout, and shows originality and creativity in realizing 1-6.

B Paper (Proficient):

19. Complies in a competent manner with the assignment. Information provides firm support for a central purpose or thesis, and displays evidence of a basic analysis of a sufficiently limited topic. The paper demonstrates overall competency. It shows some originality, creativity, and/or genuine engagement with issues at hand.

20. Is directed towards and meets the needs of a defined audience (is persuasive, argumentative or informational).

21. Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are adequate.

22. Provides adequate supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.

23. Is well-organized and unified with sentences that relate to the main topic. The ideas are arranged logically to support the thesis. Paragraphs are well-structured, use of headings is good, and the paper shows general organization and flow.

24. Is comprised of well-phrased sentences which are varied in length and structure. There are occasional violations in the writing, but they don’t present a major distraction or obscure the meaning.

25. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).

26. Contains minimal errors in grammar, punctuation, word choice, spelling, and format.

C Paper (Marginal):

27. Complies adequately with the assignment. Information supports the thesis at times. Analysis is basic or general. The purpose is not always clear. The paper completes (rather than engages in) the assignment.

28. Presents an unclear (either persuasive or argumentative) rhetorical position.

29. Has partial or inadequate introduction and conclusion.

30. Does not provide adequate supporting arguments, evidence, examples and/or details.
31. Is not arranged logically. Ideas fail to make sense and are not expressed clearly. The reader can figure out what the
writer probably intends, but may not be motivated to do so.

32. Contains some awkwardly constructed sentences which present an occasional distraction for the reader. Paragraphs are
unstructured, headings are missing, and general organization and flow is lacking.

33. Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages,
etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is
confused about the source of ideas.

34. Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which is distracting to the
reader.

**F Paper (Unacceptable):**

35. Does not adequately comply with the assignment. The paper does not successfully identify the thesis. Analysis is
vague or not evident.

36. Has no rhetorical position.

37. Has an inadequate introduction and conclusion.

38. Does not provide adequate supporting arguments, evidence, examples and/or details. Paragraphs may “string together”
quotations without a context of discussion.

39. Is not arranged logically. Frequently, ideas fail to make sense and are not expressed clearly. The reader cannot
identify a line of reasoning.

40. Contains frequent errors in sentence structure, which present a major distraction to the reader. Paragraphs are
unstructured, headings are missing, and the paper lacks general organization and flow.

41. Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages,
etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is
confused about the source of ideas.

42. Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which obscure the meaning of
the passage. The reader is confused and stops reading.

**ALL PAPERS ARE TO BE DOUBLE-SPACED (unless otherwise noted). FOLLOW PROPER CITATION STYLE, i.e.
APA Style.**

**Review of Work:** I am happy to review rough drafts of assignments; however, you must submit any rough drafts
seven working days prior to the final assignment is due (no exceptions). This will allow me time to review your
work and return it to you to make changes prior to the final due date.

**Participation**

This course places a strong emphasis on participation. This will be strongly considered in the final grading for
this course—especially in regards to online participation. The rationale for this strong approach to attendance is that
participation through discussion and questions-and-answers online are expected, mandatory, and essential to the full
experience of a quality educational experience. Were it not so, one could merely “read the books and articles.”
Participation on Bd must indicate the learning you are doing through this reading.

Active participation in reading, viewing and discussions is imperative for maximum learning to occur. Assignments and
discussions will supplement reading materials. You are responsible for everything that is presented and all assigned
readings. To earn full points here, there needs to be a pattern of responsible involvement in the course and in your
learning experience. Participation points cannot be earned if you are not participating in the class sessions, posting in
the discussion board and participating in the threaded discussions in the Bb “Discussion Board”.

In general, prepared and constructive participation is expected that is pertinent to the learning goal. (“I agree” as a
response to another student’s posting is not an acceptable response. Why do you agree? What are your limitations of
agreement?) Effective contributions to each class session and discussions (to be posted during the on-line weekends in Course Documents on Blackboard) impact grades as they have a high point value. Evaluating the quality of in-class and online participation is necessarily subjective, but it is also based on the direct, substantive contribution of the participant and on the indirect indicators of quality participation. You should be prepared to discuss (analyze, summarize, comment upon, answer, question, and or react to, etc.) any portion or all of the reading material assigned. Participation is an integral part of this course. An opening posting to a DB question provides information that indicates learning regarding the topic from readings and experience. It may offer a question or indicate disagreement as well.

Criteria for Responses: All class participants must post to all DB questions unless otherwise indicated. A response posting to a DB question should be a minimum of 100 words. (The above paragraph is 118 words.) A response to another student’s posting takes the posting further by adding to, taking away, or stating other knowledge and resources for the information. A response should be a minimum of 50 words. Longer and additional responses are welcomed.

Self-discipline is vital for successful completion of the online learning component of the course. Threaded discussions are fun and insightful, but each of you must participate to achieve these benefits. Therefore, your online participation grade will reflect the quality and regularity of Blackboard discussions as well. Missing a discussion group participation is definitely not a good idea and will impact your grade.

To assist you with this participation, you will receive discussion questions, a case, or situations on the Discussion Board. These discussions are to encourage individual student and instructor participation. Note: The purpose is to get all involved in communicating via the Bd through the sharing of knowledge (your readings, experiences, and resources) to build an effective learning community. Again, grading in the online participation and in class participation is based on the quality, timeliness, and level of your involvement.

Since this course is also taught in a blended online environment via Bd, students are expected to access the Bb system a minimum of two times per week; however, students will find it much easier and more beneficial to stay current in the class by accessing the system 3-4 times per week.

**Effective Executive Leadership to Lead the Change**
**Leadership Self Assessment (C-LSA)**

<table>
<thead>
<tr>
<th>Purpose: Assess the effectiveness of your leadership style to lead strategic change based on interviews and observations of three people that you have frequent interactions and other evaluative exercises.</th>
</tr>
</thead>
</table>

The course is designed to respond to a diversity of thoughts and views about effective executive leadership, an integral component of any organizational change process. You will do a self-assessment on your potential effectiveness as a change leader. Therefore, it is recommended that you continue on with this study for your future professional and personal development. You may integrate information from your 360 interviews obtained in your leadership course. If you have not had MGT6013: Leadership and Management, you may integrate material from prior performance reviews/appraisals.

Based on the online dialogues and self-assessments, the objective of this focused paper is for you to learn to use the concepts addressed in the course in “real-life” settings. This paper will be accomplished through self-observation and interactions with others. Before leading a change initiative the place to start is to know yourself and how you best lead.

**Guidelines: The C-LSA, at a minimum, consists of:** 10-12 pages in length

I. A brief biography of yourself (suggested as 1-2 pages).

II. An assessment of your vision and mission statements, and a discussion of your values and value orientation with documentary evidence (2-3 pages).

**Values:** What are your values? Is there any alignment or conflict with the organization’s values and your values? What is your dominant value orientation? Do others see you with the same value set?
Vision: What is the “vision” you have for yourself, your division and/or organization? Is this vision properly communicated to others? Do you act as a symbol of this vision? Does the vision statement(s) reflect your values? Is there any alignment or conflict with the organization’s vision and your vision?

Mission Statement: What is your purpose? Does it align with your values and vision? Does it fit within the organization’s purpose?

The purpose of this section is to present an image of your preferred future based on your values and mission (present purpose). In order to lead change initiative and build capacity of any kind you have to know who you are, where you are going and what is your purpose?

III. Leadership Styles (2 pages): What is your managerial style? Is there more than one? What is your assessment of your leadership style? What is your Value Orientation? Please provide supporting documentation or examples based on your perceptions/experiences and of those interviewed. Do these link with the above values and vision? Specifically use the interview guide in your interviews and during your interviews ask your advisors to identify your leadership style, then discuss.

IV. Core Competencies (2-3 pages) What are your core competencies? Please give examples to support the ones listed. Please provide supporting documentation or examples based on your perceptions/experiences and of those interviewed. You will be provided a list of core competencies. Rank your core competencies as 1) outstanding, 2) above average, 3) average, or 4) need to develop. You may also discuss the ones that you do not have and how you will develop these.

V. Leadership Effectiveness (2-3 pages): Your assessment and the assessment of those you interviewed as to your effectiveness to lead a change initiative and how you believe it fits into the strategic change process. There are guidelines and sample C-LSAs completed in prior courses for illustration.

In completing this paper, you are required to interview at least three people as to their experiences with you as a leader (even if not in that role at this time, we have been leaders at some time in our work.) The three or more people will ideally be a mentor, supervisor, a colleague, a direct report, or, less ideally, a significant other or someone who knows you well. This is to get at least three other viewpoints of you as a leader (Note: Perception is Reality). You will be provided the questionnaire for your interviews. Cover the interviews thoroughly in your writing.

C-LSA papers are to be double-spaced and approximately 10-12 pages in length, not including the identification page including name, date, title of assignment. (Grade will reflect length and thoroughness. It is not helpful to “fudge” length through margins, etc., or through “filler language.”) Requires APA style for references. At least three references to be included—that is why there is a Library online. Feedback and grade will be provided to you by email. Submit by e-mail to janeseiling@aol.com.

**Final Project Change Initiative Proposal**

**Purpose:** To propose a change initiative at your department, unit, or organization, with a potential client or community organization to lead a change initiative that impacts building of capacity.

Statement of Purpose: This will be a separate assignment that will offer information for your final paper. It should be one single-spaced page that defines what you want to study or propose as a change initiative, why you want to study it, in order to do what, using what change method approach(es) and who would be part of your fieldwork? This is a simulated change proposal. You may or may not ultimately implement the proposal. Email to janeseiling@aol.com.

Change Initiative Proposal (CIP): Your Change Initiative Proposal should minimally include:

1. Introduction (support for your study)
2. Situational Background (Case/Client)
3. Purpose
4. Objectives
5. Primary Participants
6. Project Leaders
7. Project Scope (possible phases) and Time Frame
8. Recommended Change Method(s) Model, Tools or Approaches (blend several techniques and/or create your own model) – draw from Kotter, Cooperrider, Group Change Methods, etc…

9. Propose Application of Change Method(s) Model

10. How to Measure Results

11. Implementation Schedule

12. Budget

13. Reference List

14. What you learned in the process of writing your CIP.

The proposal paper is to be **12-15 pages minimum** in length, double-spaced, exclusive of Identification page which includes your name, date, title of assignment. Reference List, and appendices. Requires APA Style in a minimum of **five (5) references**. Grammar, as well as framework and content, will be considered in determining the grade. Tracking will be used to highlight comments prior to emailing your paper back to you.

**Reflective Consolidation Paper**

The Reflective Consolidation Paper is meant to identify your primary learnings of this course and how this may add value to your future learning or professional objectives. First, highlight **what you have learned** and how it will add value to your future. Second, you need to address what you believe is the most effective change model/process and/or approach for your leadership style and organization both during change and in daily leadership efforts. Will it align? If not, how will you blend it? **Please support your selection.** Third, please share what **new insights** you have gained about the field of capacity building as it applies to the nonprofit sector. Next, **research a tool, website or book** that you will review next to continue your development as a change leader and to expand your knowledge base in capacity building and why you selected these resources.

The **final question** addressed in this paper is **what will you change next** to add to your learning about leading change and capacity building?

The paper is to be double-spaced, **three pages + in length or more**. This paper is due on the assigned date and send it to my email address: janeseiling@aol.com as a MS Word File attachment.

My intent is to be available for contact by email or phone when needed. Please feel free to call me or contact me by email. I travel so there will be times when it may take 24 hours to get back to you but I will strive for this to be rare. Also, I am available to preview your papers. Each paper is a significant part of your grade so I encourage you to get your questions answered and to take advantage of my offer to preview your papers if you have a concern as to whether it meets the goals and standards of the assignment. Be sure to follow the guidelines. If you do that, and you take the time to slow down and write it with purpose, you will do well.

Remember to submit the following questionnaire to Dr. Seiling by the assigned time.

I look forward to being with you in this course over the following weeks. If you would like to talk to me about the course, feel free to call me at 419-236-8455.

**Dr. Jane Seiling**

**02-25-2010**
Student Questionnaire
Complete and email on or before May 8, 2010

Name: ____________________________________________________________

Contact Information
Mailing Address: _____________________________________________________

Phone Numbers: ______________________________________________________

Emails: _____________________________________________________________

I’m participating in this course as:
__ graduate credit course work (you must be a registered LTU student)
__ non-credited seminar (you do not need to be registered LTU student)

Please answer the following three questions on a separate page)
1) Describe yourself and why you selected this course?
2) What do you hope to accomplish by taking this course?
3) What social causes or activities are you passionate about?

Have you participated in support of a cause or nonprofit organization in any of the following ways? (Check all that apply)
   ____ Volunteering your time
   ____ Donating money or other property
   ____ Serving on a board of directors
   ____ Working as an employee
   ____ Other ---- Briefly describe: ______________________________________

What are your expectations for me: _________________________________

____________________________________________________________________

Where do you work? __________________________________________________

What type of work do you do?__________________________________________

____________________________________________________________________

What do you like best about your job? _________________________________

____________________________________________________________________

What is your favorite organization? _________________________________

Why? ____________________________________________________________________

____________________________________________________________________
Who is your favorite change maker?

Why?

What do you believe is the single most important attribute a change maker should possess?

Why?

What do you believe it takes to build capacity in nonprofit organizations?

Why?

Additional Course Suggestions: