

Mastering Leadership in Nonprofit and Public Sectors

CRN: GR First Session (4): 40125 & Jr - Sr First Session (4): 40126
Faculties: Dariush Khaleghi, 425 999 0306 (message), khaleghd@evergreen.edu
Credits: 4
Prerequisites: None
Classroom: Remote/Online
Class Sessions: Sat's (6/27, 7/11, 7/18, 7/25) , 9am – 11:50am Zoom

Course Description

Public and nonprofit organizations serve the most vulnerable members of their communities. Public and nonprofit leaders face significant pressures (i.e., fiscal, structural, political, legal, etc.) that strain their cognitive, emotional, moral, and leadership capabilities. This course teaches these leaders the knowledge, skills, and behaviors to become more creative, positive, inspiring, reflective, resilient, and adaptive. This class is in an online format where class meetings are conducted via Zoom, and learning activities take place on Canvas. The faculty will offer alternative assignments if conditions or illness prevent students from accessing our synchronous meetings, which will allow students to earn comparable credit.

Objectives (after completing this course, the student will be able to):

- Explain key leadership theories in public and nonprofit sectors
- Discuss practices of exemplary leadership
- Explain how to build trust in organizations
- Describe best practices to improve organizational performance
- Understand the significance of diversity in organizational success
- Discuss managerial ethics in public and nonprofit sectors

Required Text

1. The Jossey-Bass Reader on Nonprofit and Public Leadership (2009, 1st ed.). Jossey-Bass Publisher. ISBN-13: 978-0470479490.
2. Sharp, B. (2017, 2nd ed.). Managing in the Public Sector: A Casebook in Ethics and Leadership. ISBN-13: 978-1138684799.

Materials and Equipment

Students will need access to the internet, email, Canvas, Zoom, and the ability to send documents in a format compatible with MS Word or Adobe Acrobat Reader. This equipment and software are available on campus free of charge for students.

Online Course Structure

This course is designed to provide an online learning experience via primarily Canvas and Zoom. You can find training resources to use Zoom and Canvas in your class Canvas link.

Zoom F2F sessions will be held on Sat's from 9:00am – 11:50. F2F sessions are activity based and provide opportunities for class interactions through seminars, discussion groups and activities, videos and cases, and final project presentation.

Students with Special Needs

Students with special needs are encouraged to take advantage of TESC's resources as identified in the Student Handbook and on the Web. If you would like assistance, please contact a faculty or staff member as soon as possible and schedule an appointment.

Holidays for Reasons of Faith or Conscience

Please inform us in writing within the first two weeks of class if you will miss specific class sessions because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let us know within that time frame, we will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at <https://www.evergreen.edu/policy/religious-observance>.

Course Policies

Students are required to review and adhere to the course covenant, TESC's Social Contract, and Student Conduct Code. This includes, but is not limited to the sexual harassment, plagiarism and smoking policies. The Social Contract and Code of Conduct can be located on the Evergreen Web Page at <http://www.evergreen.edu/advising/academicpolicies.htm>. Students are expected to attend, be on time and prepared for each class. Exceptions may be allowed on a case by case basis. All assignments are expected to be completed and turned in on time and represent the student's best effort.

Expectations

Learning in this class will be interdependent and dynamic. It will require everyone's best effort and full commitment. Students are expected to participate fully in all aspects of the class, to thoroughly prepare for each class session and to complete all assignments on time. ***Late assignments may not be accepted. Attendance is essential. Unexcused absences, late, incomplete or unsatisfactory completion of assignments or plagiarism will constitute grounds for loss of credit.*** Faculty is expected to provide feedback on written assignments in a timely manner, to be available for consultation by appointment and to provide a written evaluation of the student's overall work in the course.

Student Feedback

Students are encouraged to provide feedback to the faculty at any time using any format. As part of a learning community, every opportunity for improvement should be seized. Students having difficulties meeting the course objectives or expectations will be contacted during mid quarter for

meeting dates if in attendance. If not, they will be contacted via e-mail or telephone as soon as possible to discuss improvement plan. This should provide enough time for each student to make any necessary changes.

Estimated Work Load

The amount of time necessary to be successful in this course will vary with each individual based on their background, skill level, and effort.

Final Student Evaluation

You will be evaluated on:

- Attendance and participation.
- Completion of all assignments.
- Thorough reading of assignments and preparation for class & seminar discussions.
- The content, quality of ideas and effective communication skills in your individual presentations.
- The degree to which you achieve the course objectives as evidenced by your class participation, engagement in the seminar discussions, group project, and final presentation.
- The Five Foci of Learning
 1. Interdisciplinary Study
 2. Collaborative Learning
 3. Learning Across Significant Differences
 4. Personal Engagement
 5. Linking Theory with Practical Applications

Students are expected to be engaged in all aspects of this course. They will be expected to voice their opinions and participate in group discussions and will be evaluated on their level of class participation. The written and oral presentations will be evaluated based on content and presentation.

Credit Equivalency

4 Hours Graduate Credit in Business Management, Leadership Studies, or Organizational Psychology.

Attendance and Participation

Attendance and participation will be required in this course. If you are unable to attend, please, notify me in advance.

Online Postings

Online posts are a blend of individual and group activities. For the online assignments, students are required to **complete readings and other assignments and post comments in the designated Discussion Forums**. The student comments and entries need to be substantive and at least 200 words. **Students are also required to respond to two of their peers' comments**. The discussion posts need to be supported by evidence, examples,

quotes, or facts from the readings. Students' responses to their peers' posts should expand, clarify, or refine the discussions. Students need to have access to Canvas to complete online assignments and discussions.

Note: A critical comment is not your opinion on a topic or a mere presentation of public policy arguments. A comment should be analytical, independent and reflective and draw from the readings and/or debate as appropriate. You could use questions below as a guide to generate your comments.

1. What am I actually learning here and how does it deepen my understanding?
2. What part of the learning does resonate with my natural gifts and passion?
3. What different actions do I need to take to change the outcome next time?
4. How does the material helps me more effective leader and professional?
5. What am I learning about myself and why that is important?

Virtual Team Project

Students will be divided into groups that would be working on projects, virtually. Each group can select a topic of their choice covered in the texts or otherwise (i.e., culture, change, virtual teams, innovation). The teams will research the topic, collaborate, and present their findings at our last session. Each student should have a zoom account that could be used to conduct small team virtual meetings to complete the project.

One-Page Paper Summarizing Your Learning/Insights from the Project – Due on the Last Day

It is required that all students write a one-page reflection paper on the project. The paper may include:

- Short summary project and your part.
- What did you learn from this project (knowledge, skills, etc.)?
- What did you learn about yourself (self-awareness)?
- What would you differently in the future?

Term Paper – Due on the Last Day

For the final paper/presentation, students need to write a min of five-page reflection paper that summarizes their discovery and understanding of the material presented in this class and the work they did. The final paper written assignment needs to be submitted to the faculty via canvas at the beginning of class on the last day of the course. Written assignments are to be typed, 12-point font, and include appropriate citations. Endnotes and bibliography are in addition to the text if needed. You will be expected to use a style and citation format appropriate to academic research papers.

Note: Class Schedule

This schedule is not set in concrete. Current events, learning challenges etc. may dictate modifications.

| Week – Day | Assignments and Agenda |
|--------------------|--|
| W1 – Jun 27 | <p><u>Pre-Class Assignment</u></p> <ol style="list-style-type: none">1. Complete Online Discussion: W1 – Post bio a short bio and purpose statement.<ol style="list-style-type: none">a. Your work and educational experience.b. Why are interested in leadership?c. Why are you interested in this course?d. What would you like to accomplish in this course?e. What is your key strength/superpower/talent and how are you using it in managing others?f. Write your purpose statement in a short paragraph. The following article can help with writing your mission/core purpose. https://www.andyandrews.com/personal-mission-statement/1. Read Sharp: Ch’s 1-52. Read Jossey-Bass, Ch’s 1, 2, 3, 4. 6, 7 <p><u>Class Agenda:</u></p> <ul style="list-style-type: none">• Introduction• Community Building Activity• Discuss Syllabus• Form Virtual Teams• Seminar on Reading |
| W2 – Jul 11 | <p><u>Pre-Class Assignment</u></p> <ol style="list-style-type: none">1. Read: Sharp, Ch’s 6-102. Read: Jossey-Bass, Ch’s 8, 9, 10, 13, 14, 153. Complete Online Discussion 2 <p><u>Class Agenda:</u></p> <ul style="list-style-type: none">• Small Group Discussion on Reflections/Reading• Class Seminar Reflections/Reading |

| | |
|---------------------|---|
| | <ul style="list-style-type: none"> • Instructor: Article, Case, Video and Discussions |
| W3 – Jul 18 | <p><u>Pre-Class Assignment</u></p> <ol style="list-style-type: none"> 1. Read: Sharp, Ch's 11-15 2. Read: Jossey-Bass, Ch's 18, 19, 21, 26, 24, 33 3. Complete Online Discussion 3 <p><u>Class Agenda:</u></p> <ol style="list-style-type: none"> 4. Lecture/Seminar 5. Small Group Seminar 6. Instructor: Article, Case, Video and Discussions |
| W5 – July 25 | <p><u>Pre-Class Assignment</u></p> <ol style="list-style-type: none"> 1. Post Project Summary Paper 2. Post Final Papers <p><u>Class Agenda:</u></p> <ol style="list-style-type: none"> 1. Final Presentation |