

**NOVA SOUTHEASTERN UNIVERSITY  
FISCHLER GRADUATE SCHOOL OF  
EDUCATION AND HUMAN SERVICES**

**DOCTOR OF EDUCATION IN  
ORGANIZATIONAL LEADERSHIP**

**Study Guide  
May, 2004**

**LDR 9520: EFFECTIVE STRATEGIES FOR LEADERS OF  
NOT FOR PROFIT ORGANIZATIONS**

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## **PREFACE**

This study guide is designed for Nova Southeastern University (NSU) students in the Doctorate in Organizational Leadership (DOL) program. Building on concepts of leadership explored in the core leadership courses, this course will concentrate on the role of the leader in not for profit organizations as well as ethical responsibilities of the leader. We will explore the role of the leader as a valuable asset in working with boards of directors and staff to offer products or services to the community served by the organization. The non profit leader works collaboratively with all stakeholders to accomplish the organizational mandate and mission. The ability to design and promote continuous learning—by individuals, groups, teams, and the entire organization—is a hallmark of the 21st century leader.

This study and resource guide serves as an overview of the topics to be studied in this course. We will look extensively at the roles of the chief executive officer, the board of directors, staff, and other stakeholders in building successful not for profit organizations. The guide will present you with both reading assignments and assignments for you to demonstrate your achievement of the learning outcomes. As an active learner, your first task is to read this guide carefully and thoroughly. Your instructor will provide you with further information regarding areas for discussion, reflection, and collaboration with your course colleagues during your online sessions.

As previously stated, the focus of this course is on leadership in not for profit organizations. As such, we will be primarily exploring the role of the role and function of the leader in these organizations. We will use the terms chief executive officer (CEO) and not for profit leader interchangeably.

Not for profit organizations have many stakeholders (players) who have a vested interest in the success of the organization. Each has distinct roles and functions that both benefit and draw from the organization resources. Leadership in the not for profit organization requires hard work and good skills. This course will explore these elements.

The course incorporates a variety of learning resources, including texts, articles, Web sites, and other Internet resources. The experience and expertise of the course participants are also very valuable resources. Learners are expected to contribute actively to the collaborative learning experience in this course. The instructor will serve as facilitator, guide, and consultant to the learning process.

Welcome to the course!

## INSTRUCTIONAL SEQUENCE

The instructional sequence of **LDR 9520** is divided into three major components that will be examined over the period of the course. The course covers three areas.

The first component describes and analyzes the role of the CEO in ensuring that all stakeholders work together. With the addition of the concepts of social environment and political structure, we will examine the role of the leader in identifying and working with and for various constituencies to meet social needs in the 21st century. A not for profit organization depends on teamwork from the CEO, staff, and the Board of Directors to achieve its mission.

The second component will explore the development of the not for profit board in terms of its membership, responsibilities, limitations, and commitment. This also includes the duty of the board to oversee and assist the CEO in long term strategic planning as well as the creation and maintenance of board policies and procedures.

The third component will explore building effective teams. This will include coaching, and concepts related to teamwork. We will also examine establishing a shared vision and goals and “dealing with defensiveness.”

The assignments for each course component offer students the opportunity to examine their workplace design and develop intervention systems, and assess the ethical basis of their organization and practice. These assignments are aligned to the course outcomes for the not for profit leadership specialization.

Participants will continue to expand the set of leadership principles and generalizations they have acquired in previous core courses, with a particular focus on leadership in not for profit organizations. These principles and generalizations, grounded in leadership theory and research, serve as a basis for reflective practice (praxis). In this course, as in all previous coursework, leadership is the central theme.

## COURSE DESCRIPTION

**LDR 9520 - Effective Strategies for Leaders of Not for Profit Organizations. (6 credits)** The not for profit leader wears many hats - from being an organizational master, a mentor, a role model, an advocate for services, and a team player. The complexity of these roles begins with the chief executive offices working side by side with a board of directors, hired staff, various community organizations, clients, and customers. The leader must be "all things to all people" while moving the organization in the direction of a quality service provider.

## COURSE CONDUCT

**LDR 9520**, Effective Strategies for Leaders of Not for Profit Organizations, is conducted using a Web-based course management system, WebCT. You will have received instructions on how to log in. You will also communicate with your instructor and course colleagues through e-mail. Your assignments and the instructor's feedback, as well as lecture material, will be posted in weekly folders. I will return the marked assignments to you via private e-mail.

The topics are organized over a 14-week session. You should plan to spend a minimum of 6 hours per week working online exploring and examining Internet sites and related material as well as preparing written assignments. Offline activities include reading the required texts and preparing for chat sessions and the assignments. The instructions for the written assignments are available in the Assignment portion of the study guide. As well, the assignments and activities for all sessions will be posted as messages on WebCT.

As you progress through the course, you are encouraged to apply the concepts and principles you are learning to your practice as a leader. Use this learning as an opportunity to apply your new learning within your work setting. The value you receive from this course is in direct proportion to your active engagement in reading, preparing assignments, and course participation. Make the most of your experience.

This course presumes that you have some experience with not-for-profit organizations. This could be either as an employee, a board member, or a consultant. If you do not have this experience and a connection with an agency, the assignments will be very difficult for you to do as they are "applied." If you lack this experience, please make arrangements to do some volunteer work with an agency.

If you have any questions about the material or the assignments, please get in touch with the instructor. However, you have to ask the questions, the instructor cannot read your mind and know that you may have some issues.

## **LEARNING OUTCOMES**

As a result of active engagement in the learning process, participants will:

- Understand and describe the role and function of the CEO.
  - Understand the importance of selecting the CEO
  - Understand the importance of good communication for the CEO
  - Describe the characteristics of a good CEO
  - Become aware of when it is time for the CEO to step down
  - Describe the concept of fair compensation and benefits for the CEO
  - Describe the multiplicity of roles of the CEO
  
- Be able to work effectively with a Board of Directors
  - Describe the functions of the Board
  - Describe how to form a Board
  - Describe how to select Board members
  - Understand the politics of a Board
  - Describe the roles of Board members
  - Describe the Board's role in creation of policy and procedure
  - Understand the orientation process for new Board members
  - Understand the Board's role in organizational growth
  - Understand when strategic alliances with other organizations are necessary
  
- Be able to build effective teams in not for profit organizations
  - Understand the role of the CEO as coach and mentor
  - Know when to consider becoming non operational as an agency
  - Move the not for profit organization into the 21st century
  - Develop strategic plans that will assist the organization in meeting its mandate
  - Effectively work with staff

## COURSE CONDUCT

**LDR 9520** is conducted using WebCT, a Web-based course system. Use your NSU e-mail username and password to log in. All instruction is Internet-based; the URL is <http://webct.nova.edu/>. This is a Web-based site; there is no need to download any software.

You will also communicate with your instructor and your course colleagues through e-mail. There are several “buttons” that are important. Under communication tools, you will find an “icon” (that’s what they are called in WebCT) marked “communication.” There are 2 very important icons in communications. The first is “mail,” which is a place to send and receive private e-mail. Your assignments and the instructor’s feedback will be posted there. Grades will also be posted via private e-mail. The bulletin board icon is also critical—this is where we will be having our “class” discussions.

As previously stated, **LDR 9520** is divided into three major study areas. These topics are organized over a 14-week term. You should plan to spend a minimum of five hours per week working online, exploring and examining Internet sites and related materials, engaging in the threaded discussions, working on the team presentation, and preparing written assignments. You should also plan to spend a minimum of four hours per week in offline work. Offline activities include reading the required texts and materials, doing the necessary background work to prepare for the discussions, and conducting the applied research required by the assignments. Written assignment information appears in the Course Requirements section of the study guide. The “lectures” for the course will be posted under the course content icon. And there will be discussion questions posed in the Discussion area.

You are expected to log in at least three times a week. While on, you are expected to read the appropriate “lecture” for the unit, read ALL messages in the discussion area, and respond to at least three messages a week in the discussion area. The WebCT software enables me to know when you’re logging and what you’re doing while you are logged in. Points will be given for “participation” in the discussion. You are also expected to use the discussion board to further the discussion.

WebCT allows us to also have synchronous chats. Please see the CHAT schedule under the “Getting Started Tab,” and then click on the “Welcome” message. You will see the schedule. CHAT attendance is required.

Reading assignments are found in the Course Assignment Outline within this Study Guide. You should strive to complete as much of the readings as soon as possible so that you will be adequately prepared for the course assignments.

As you progress through this course, you are encouraged to apply the concepts and principles that you are learning to everyday practice. Use this learning as an opportunity to apply, informally and immediately, your new learning within your work setting. More formal opportunities may arise as you progress through the program. The value you receive from this course is in direct proportion to your active engagement in reading assignments, writing assignments, and online chat sessions. Make the most of this experience.

## REQUIRED TEXTS

Adringa, R.C., & Engstrom, T.W. (2002). *Non-profit answer book*. Washington, DC: National Center for Non-profit Boards. To order: 1-800-883-6262.

Albert, S. (2000). *Hiring the chief executive: A practical guide to the search and selection process* (2nd ed.). Washington, DC: National Center for Non-profit Boards. Paperback #50a.

Goldsmith, M., Lyons, L., & Freas, A. (Eds). (2000). *Coaching for leadership*. San Francisco: Jossey-Bass.

Please note: You can order the Adringa and Albert books through the National Center for Non-Profit Boards. They can be reached at 1-800-956-7739.

## Recommended Texts

Hesselbein, F., Goldsmith, M., Bechard, R., & Schubert, R.F. (1998). *The community of the future*. San Francisco: Jossey-Bass.

Additionally, you should read The Non Profit Times (<http://www.nptimes.com>).

Books are available online from Barnes and Noble or Amazon. If you need overnight delivery, Amazon may be your best bet. However, neither stocks the books published by the National Center for Non Profit Boards. You will have to order directly from them.

## OTHER REQUIREMENTS

In addition to the formal assignments (1-3), the other requirements for the course include the following:

**Introduction and Personal Background:** At the beginning of the course, prepare a brief introduction and post to the discussion section of WebCT. This introduction should summarize your background education and professional experience as well as information about what courses you have completed in the program. Areas of professional interest and some personal interests should be included.

**Discussion and Chats:** Involvement in an online course is required. The strategies to encourage this outcome are active participation in the discussions for the course. You are expected to post responses to questions raised as well as react and respond to other postings including some of the assignments. Chat sessions may be scheduled by the instructor and active participation is expected.

## COURSE REQUIREMENTS

Learning activities for **LDR 9520: Effective Strategies for Leaders of Not for Profit Organizations**, consists of readings, lecture responses, discussions, writing assignments, and interactive learning experiences (instructor-led and cohort chats).

The **readings** are organized according to the three major components of the course. The readings assignments are essential for your understanding and preparation of the course assignments as well as for your active participation in the course. It is important that you complete all of the required readings before we start the week. You are expected to integrate the content of the reading assignments into all of your work. There will be opportunities for questions and clarification of the concepts in the asynchronous communication area (the bulletin board). The reading assignments are listed in the course outline.

From time to time, additional reading assignments will be posted. It is your responsibility to check this frequently and keep up with all the reading.

### WRITTEN ASSIGNMENTS

Unless otherwise indicated, written assignments are due by MIDNIGHT (Eastern time) on Saturday of the week it is due. If you have a problem with the Saturday date, please get in touch with your instructor and an alternate date will be arranged. Assignments should be posted as an e-mail message. The assignment **MUST** be sent as a Word file (with a .doc extension). The assignment is to be labeled “last name. assignment # (in other words something like ronik.2.doc – replace my name with your last name). Assignments not uploaded in Word or with this title will not be read.

A word to the wise—keep backup copies of your assignments (both on disc and in hard copy). Do this throughout your program, things have a way of going missing.

There are three written assignments in this course.

1. **The Board Development Design.** Students are required to examine the Board makeup necessary to govern three different types of Boards of Directors. Small, mid-sized and large non-profits will be considered. You will assess Board needs, the Board’s role in the organization, and the impact on the CEO of each type of Board.
2. **Board Meeting Evaluation.** Students will examine the complexities in leading a Board of Directors Meeting at a non-profit organization.
3. **Interview of a CEO.** Using the material from the readings and from assignments 1 and 2, formulate a list of questions that you would like to use in interviewing a CEO. What is it that you would like to find out about the position based on your knowledge and readings so far. Your write up will relate the CEO’s experience to the theory explored in this course. The purpose for this assignment is to expose you to the realities of CEO life and experiences with board and staff. You may also wish to explore the skills of coaching, mentoring and teambuilding.

## GRADING CRITERIA

Your grade will be composed of the following:

Board Development Design	20%
Board Evaluation	30%
CEO Interview	35%
Course Participation	15%

Rubrics for each assignment will be posted.

## INSTRUCTIONS FOR WRITTEN ASSIGNMENTS

### **Board Development Plan (20%)**

**Due: June 5**

In this assignment, the student will develop an ideal board of directors for each of the groups outlined below. Remember the mission of each group in developing the ideal board.

**Small**, charitable and/or religious organization

**Mid-sized**, substance abuse, mental health, children's provider, or other.

**Large**, University or Healthcare System (Hospital System)

Explore the potentially different leadership skills required for the CEO, in working with each type of organization and Board. The size and mission of the organization often require different Board types and different leadership interventions.

This assignment should be approximately 6-10 pages in length (minus the cover/reference sheet) and follow APA format. Have someone proofread your paper before submitting it, spelling and grammar do count and no one can see their own errors.

### **Board Evaluation (30%)**

**Due: July 3**

This assignment will require you to attend a non-profit Board Meeting. You may choose any organization you like. Please make the request early in the semester in order to ensure you meet the assignment due date. This assignment will require you to assess the Board Meeting along a number of dimensions. Please discuss the behaviors of the Board Chair and CEO. How did they relate to each other? How did they relate to the remainder of the Board? How was time managed? What types of issues were discussed? Did the Board Meeting explore issues of policy, mission and/or fund raising; or, did they examine issues involving staff, operations, etc.? Were there other employees at the Board Meeting? If so, how and why were they involved? Was there an agenda? Was it followed? Were other Board members encouraged to participate? If you were the CEO, what would have you done to improve this meeting—if anything? The essential purpose of the assignment is to have you consider the complexities in managing a Board Meeting—as a non-profit leader. Please use the literature to support your arguments.

### **CEO Interview (35%)**

**Due: August 7**

In this final assignment, you are to identify a CEO of an agency that has some interest and appeal for you, something that is in your area of interest and perhaps an agency that you might like to lead some day. You need to identify the critical issues that you would like to explore with the

CEO and develop an interview schedule.

When writing up the interview, relate what you have found from the CEO to the theory you have explored this term. The intent of the assignment is to provide you with the opportunity to understand, from someone in the position, the issues in being a CEO, leading a board and staff, paying particular attention to the key issues that emerge in leading a non-profit organization. Explore the strategies the CEO has found most helpful.

This assignment should be approximately 12 –15 pages in length (minus the cover/reference sheet) and follow APA format. Have someone proofread your paper before submitting it, spelling and grammar do count and no one can see their own errors.

### **ASSIGNMENT PARAMETERS**

Each of the papers should be between 12 and 16 pages in length. Doctoral level writing is required for all assignments and each marking rubric gives points both for writing and APA. Please pay attention to the following

- You must use proper APA format. Please remember that this course syllabus is not APA compliant. Don't use it as a model. Use proper formats for citations and reference lists. Visit the ARO Web site to download the form and style manuals. Go to <http://www.fgse.nova.edu/aro>.
- Refer to the Scoring Rubric associated with each assignment – does your assignment reflect these qualities? How will you fare in each category?
- Maintain length specifications – while I certainly believe that one gets out of something only what s/he puts into it, there ARE times when we cannot be as prolific as we might like –stick to the length guidelines for each paper.
- Include a fully completed title/cover page, all pages numbered, etc.
- Avoid plagiarism at all costs. In writing doctoral papers, “the one who dies with the most citations wins.” Indirect quotes (paraphrasing) must also be attributed as well as direct quotes. Plagiarism is a serious offense and the grade for a plagiarized paper will be 0 for the first offense. The 2nd offense will result in your being terminated from the program.
- However, it is not plagiarism to ask someone to proof a paper for you. No one can see their own mistakes after the first run through. Another good trick is to have someone read your paper out loud to you. Does the paper make sense? Is it coherent?
- Drafts that are not “finished” are not acceptable for doctoral level courses. It is recommended that you proofread and edit your papers as well as ask someone to proof papers for you. It is difficult to see your own mistakes when reading and re-reading something you have written. If you write something and then look at it again in several days, you may see some of these mistakes or clarity problems. Another good approach is to have someone read your paper out loud to you. Does the paper make sense? Is it coherent?

- Last, but not least, style sometimes beats substance. Let me explain what I mean. You can have the greatest ideas in the world, but if they are caught in the mire of poor writing, it is very difficult to pick them out. Conversely, if you write well, you can sometimes get by with less content. Sorry, but this is the way it is. So, please, concentrate on your writing. Enable your spell and grammar checkers in Word. If something is underlined, it means there is a problem with it. By the time the paper gets to me, nothing should be underlined. If you don't understand what you are seeing, then seek help with writing. There are some good online writing programs and labs. Check the Web site.
- All assignments must be uploaded to WebCT as attachments. The attachments must be Microsoft Word documents. When you prepare the attachments, the file name should contain your last name, the assignment number, and the document extension (e.g. last name.1.doc). Files not uploaded in Word will be returned to you and you will have to resubmit them. You are not to send any files to me via e-mail other than WebCT because of the superior virus protection afforded by WebCT. If you are not comfortable working with attachments, get some help.

## WEEKLY SCHEDULE

### Overview – May 3

Introductions

Study Guide review and course requirements/assignments

Reading: Albert, p. 1-14

### Module I – The Roles and Functions of the CEO- May 10- May 23

#### Topic 1 - Hiring the CEO, Becoming a CEO – May 10

Reading: Albert p. 15-36, Goldsmith: Part III

*By May 17, submit a “resume” for possible employment as the CEO of your organization (find a job ad on the Web and prepare a resume and cover letter).*

### Module II – Working With a Board of Directors – May 24- July 11

#### Topic 1 – Working with Voluntary Boards, An Introduction - May 24

Reading: Adringa & Engstrom: Chapters 1-9

#### Topic 2 –Board Structure and Process- May 31

Lecture Response and Discussion

Reading: Adringa & Engstrom: Chapters 10-18

*Submit Assignment 1 by end of week - June 5*

#### Topic 3 -Board-Staff Relations- June 7

Reading: Adringa & Engstrom: Chapters 37-48

#### Topic 4 - Selection and Development of Board Members- June 14

Reading: Andringa & Engstrom, Chapters 19-30

#### Topic 5 - Board Member Participation- June 21

Lecture Response and Discussion

Selection of Board Members

Reading: Andringa & Engstrom, Chapters 19-30 (con't)

#### Topic 6- Making Meetings Work- June 28

Lecture Response and Discussion

Reading: Andringa & Engstrom, Chapters 31-36

*Submit Assignment 2 by – July 3*

#### Topic 7 - Critical Board Issues- July 5

Board and committee meetings

Reading: Andringa & Engstrom, chapters 52-60

**Module 3 – Building Effective Teams -July 12- August-13**Topic 1 –Consultants and Advisors- July 12

Reading: Andringa & Engstrom, Chapters 53-54

Topic 2– Feedback and Teaching-July 19

Reading: Goldsmith, Part I

Topic 3– Coaching Staff and Building Shared Understanding- July 26

Reading: Goldsmith, Part II

Topic 4 – Dealing with Defensiveness and Getting Results-August 2

Reading:Goldsmith, Part IV

*Submission of Assignment 3 by August 7*