



DEPAUL

School of Continuing and Professional Studies

**DePaul University
School of Continuing and Professional Studies
Undergraduate Course Syllabus
Course #: DCM 301: Effective Leadership in Changing Professional Environment
Summer, 2021**

Instructor: Susan Neustrom, Ed.D. SNEUSTRO@depaul.edu, 630-408-4038, available virtually and by appointment.

Course Dates: 06/14/2021-08/22/2021

Online with optional Zoom sessions: Tuesdays, 6-7:30pm weeks 1,3,5,7,9

Course Description

In this leadership course, students will use the text, behaviour/trait surveys, and case studies to understand leadership theories and models. Participants will learn to create, establish, and reinforce cultural rules of engagement designed to increase communication effectiveness and get the most out of the current human dynamic in their respective environments. Understanding these various leadership models allows students to reflect on their own style in today's culturally changing environments.

Learning Outcomes and, if relevant, Competencies

The intended outcome of this course is that the students will understand leadership styles and theory and be able to apply them to their leadership and practice.

Upon successful completion of this course, the students:

- Can identify and articulate two or more theories or models explaining at least four basic leader behaviour styles.
- Can describe and assess anticipated change in the environment and plan change to address the problem associated with leadership and leadership skills.
- Can apply principles of cultural rules of engagement and communication in order to identify, analyze, plan, and implement personal and professional goals in changing environments.

Competences Offered:

FX, H3D (Can be taken for one or two competences. Each competence is 2 credit hours)

H3D: Can employ the skills of negotiation, mediation, or interpersonal communication in the resolution of a problem.

A. Can explain the skills of negotiation, mediation or interpersonal communication

B. Can apply those skills in the resolution of a problem

FX: Can articulate leadership styles and theories and be able to apply them to their own leadership choices and practice.

A. Explains theories and leadership styles

B. Applies those theories to one's own leadership choices and practice

Learning Strategies & Resources

Required Textbook:

The following required textbook can be obtained from www.amazon.com; www.barnes&noble.com; MBS Direct, or available from the DePaul's bookstore:

Northouse, P. G. (2019). *Leadership: Theory and Practice*. (8th ed.). Thousand Oaks, CA: Sage Publications ISBN 9781506362311

Supplemental Required Reading Materials will be included in each module in D2L.

Alatawi, M. A. (2017) The myth of the addictive effect of the transformational leadership model. *Contemporary Management Research*. (13) (1) 42-48.

[Alidina, R-K. \(June, 2019\) Diversity is a reality, inclusion is a choice: for long-term success, embed inclusion in every aspect of your decision-making. Leadership Excellence \(36\) \(6\) p. 36-37.](#)

Applying Leader-Member Exchange Theory (2015) Retrieved from <http://sites.psu.edu/leadership/2015/03/06/applying-leader-member-exchange-theory/>

Barlow, J. (2017) What does the Executive Director of a nonprofit organization do? <https://www.boardeffect.com/blog/executive-director-non-profit-organization/>

Bawany, S. (2015) Discovering your Authentic Leadership. *Leadership Excellence Essentials* (32) (3) p.30.

Blanchard, K. (2016) Why New Year's resolutions don't work. *Chief Learning Officer*. (15)(1) p. 14.

Bridgespan.org (n.d.) How to develop yourself as a nonprofit leader <https://www.bridgespan.org/insights/library/careers/how-to-develop-yourself-nonprofit-leader>

Clemmer, J. (2017) 7 Leadership team failure factors: what example is your team providing? *Leadership Excellence Essentials* (34) (6) p.24.

Craft, J.L.(2013) Living in the gray: lessons on ethics from prison. *Journal of Business Ethics* (115) p. 327-339.

Dixon, M. L., Hart, L. & Kozloski, L. (2010) The impact of path-goal leadership on work group effectiveness and turnover intention. *Journal of Managerial Issues* (22) (1) p. 52-69.

Eastman, P. II (2014) The bottom line of Authentic Leadership. *Leadership Excellence Essentials* (31) (4) p.42.

Eisenstein, L. (2019) Nonprofit Executive Director Transition Plan
<https://www.boardeffect.com/blog/nonprofit-executive-director-transition-plan/>

Ethical Leadership: Doing the Right Thing. Retrieved from
https://www.mindtools.com/pages/article/newLDR_58.htm

George, B. (2016) The truth about authentic leadership Retrieved from
<https://hbswk.hbs.edu/item/the-truth-about-authentic-leaders>

Giles, S. (2016) The most important leadership competencies, according to leaders around the world. *Harvard Business Review Digital Articles*. P.2-6. 5.

Hoegl, M. & Muethel, M. (2016) Enabling shared leadership in virtual project teams: a practitioners' guide. *Project Management Journal*.(47) (1) p7-12.

Idealist.org (2015) Five practice of successful nonprofit leaders
<https://www.idealist.org/en/careers/5-practices-of-successful-nonprofit-leaders>

Inam, H. (2016) Five Practices Of Transformational Leaders Retrieved from
<https://www.forbes.com/sites/hennainam/2016/06/25/five-practices-of-transformational-leaders/#47f18575d0f7>

Kattan, M., & Fox, T. (2014) A Study of personality and leadership styles among members of a rock band. *Journal of Organizational Culture, Communication, and Conflict*. (18) (2) p.105-123.

Keltner, D. (2016) Don't let power corrupt you. *Harvard Business Review* (94) (10)p.112-115.

Lang, D. (2016) Choosing an appropriate leadership style. *NZ Business +Management*. (30) (3) p.M30.

Leadership. Retrieved from <http://www.ethicalsystems.org/content/leadership>

McFadden, C. & Crowley-Henry, M. (Mar,2018) "My people": the potential of LGBT employee networks in reducing stigmatization and providing voice. *International Journal of Human Resource Management* (29) (5) p.1056-1081.

Mertel, T. & Brill, C. (2015) What every leader ought to know about becoming a servant leader. *Industrial and Commercial Training* (47) (5) p. 228-235.

Mont, S. (2017) The future of nonprofit leadership: Worker self-directed organizations
<https://nonprofitquarterly.org/future-nonprofit-leadership/>

Peters, T. (2012) Adaptive organizations. *Leadership Excellence Essentials*. (29) (6) p.3-4.

Ruggio, R. (2009) Are You a Transformational Leader? Retrieved from
<https://www.psychologytoday.com/blog/cutting-edge-leadership/200903/are-you-transformational-leader>

Schwantes, M. (2016) 5 Leadership Behaviors You Want in a High-Potential Employee Retrieved from
<https://www.inc.com/marcel-schwantes/5-leadership-behaviors-you-want-in-a-high-potential-employee.html>

Seven traits of highly effective leaders (2013) Retrieved <https://www.inc.com/peter-economy/7-traits-highly-effective-leaders.html>

Sherwin, B (2014) Why Women Are More Effective Leaders Than Men
<http://www.businessinsider.com/study-women-are-better-leaders-2014-1>

Syaifuddin, S., S., A. (2016) The influence of work stress and transformational leadership on work motivation and implications of employee's performance (case study). *Academy of Strategic Management Journal, suppl. Special Issue* (3)(1)19-29.

Tavakoli, M. (May, 2015) Diversity & inclusion drive success for today's leaders. *TD: Talent and Development* (69) (5) (p.46-51).

The Leader-Member Exchange Theory Getting the Best From all Team Members
Retrieved from <https://www.mindtools.com/pages/article/leader-member-exchange.htm>

Transformational Leadership: Becoming an Inspirational Leader Retrieved from
<https://www.mindtools.com/pages/article/transformational-leadership.htm>

Walter, E. (2015) 12 Leadership Behaviors That Build Team Trust Retrieved from
<https://www.forbes.com/sites/ekaterinawalter/2015/12/01/12-leadership-behaviors-that-build-team-trust/#407cad637221>

Wilson, A.A. (2014) Utilizing the team leadership model proves successful for virtual team Retrieved from <http://sites.psu.edu/leadership/2014/10/24/utilizing-the-team-leadership-model-proves-successful-for-virtual-team/>

Yukl, G. (2012). Effective behavior: what we know and what questions need more attention. *Academy of Management Perspectives* (26) (4) p. 66-85.

Zaccaro, S. J. (2007) Trait-based perspective of leadership. *American Psychologist*. (62) (1) 6-16.

Learning Deliverables (graded evidences of learning)

Learning Strategy includes:

- Presentations: A power point informational overview will be provided in each module.
- Readings: Students are expected to complete each reading assignment and incorporate theory, concept, and practices introduced in the module to complete all exercises as assigned.
- Discussion: Students will discuss specific questions related to the readings and critically address problems presented in case studies. They will contribute to the collaborative learning process.
- Analysis and Assessment: Students will use critical thinking skills to analyze arguments presented in scholarly articles. They will assess leadership skills to determine gaps in personal leadership and determine skills to be developed. Students will also discover perception of their leadership through interaction with colleagues.
- Reflection of Learning: Students will reflect on their learning, their values and beliefs to uncover who he/she is as a leader, identify how theories, concepts, and practices impact their leadership, and determine what skills are necessary to become an effective leadership.
- Leadership Development: Students will identify competencies and determine strengths and weaknesses to becoming an effective leader. They will develop a personal leadership plan with actions steps, a support system, and a timeframe for learning new skills.

Assessment of Student Learning

Class Participation:

Students are expected to participate actively and continuously throughout each week of the course. DePaul University anticipates that all students will be present for all modules in the course. Since the course builds on participants' active contributions, the instructor will evaluate course activity using the guidelines described in the requirements and rubrics for each assignment.

Both individual activity level and the quality of contributions are important. For a good class participation score, students should mobilize not only the respective textbook chapters and required readings, but knowledge originating from research of scholarly sources, as well as personal practical experiences, is important.

Late work

Submitting all assignments by the due date and responding to discussion forums with an initial post and responding to students as outlined in the rubric is required.

Work submitted up to seven days late will be accepted but subjected to loss of points as outlined in the rubric. In the case of extenuating circumstances that may preclude a student from submitting within seven days after the due date, a student must inform the instructor of the situation, and a mutual due date will be established.

In the event of an absence, it is imperative that students let the instructor know in advance so that revised due dates are confirmed. Always consult the course schedule of the syllabus for the module assignments.

Assessment of Learning:

Discussions: Ten discussion forums will address leadership topics and provide students a platform to share ideas, personal and professional experience, and present different perspectives. After the initial post, students will respond to a minimum of two students with thoughtful comments, questions, and relevant examples.

Case Studies: Ten case studies offer students an opportunity to critically think about organizational leadership issues.

Article/Video Critique: Four critiques will summarize and analyze popular or scholarly articles and videos pertaining to leadership theory, concepts, or practice. Chosen articles and videos will be embedded in D2L. The critique should be approximately 500 words (two pages double-spaced) using APA format.

Skill Assessment: Four skill assessments will determine level of leadership style and areas for development. The findings of the assessments will be used to design a professional development plan. The analysis should be approximately 300 words (one-page double-spaced) using APA format.

Reflections of Learning: Ten reflective papers will provide students an opportunity to reflect on each module, the readings, videos, skill assessments, and discussions. Reflection papers should be approximately 300 words (one-page double-spaced) using APA format.

Personal Leadership Development Plan I: The final project is to design a leadership plan after assessing your leadership style and learning about the impact of behavior on followers and outcomes. The goal is to create a plan to achieve an ideal leadership self. Part I will begin the process of developing a personal leadership plan by conducting a gap assessment. The Personal Leadership Plan Part I should be approximately 500 words (two pages double-spaced) using APA format.

Personal Leadership Development Plan II: The final project is to design a leadership plan after assessing your leadership style and learning about the impact of behavior on followers and outcomes. Part II will complete the personal leadership development plan using the findings from your gap assessment and include three competencies to develop, and action plan, timeframe for accomplishment, and recommendations for future development. The Personal Leadership Plan Part I should be 8-10 pages using APA format. Incorporate concepts derived from the readings and three additional scholarly sources to support the plan.

Evidence Students will submit:

As outlined above, students will submit the following items:

- 1) Article/Video critiques will follow the guideline of the rubric and submitted to the dropbox.
- 2) Skill Assessments will follow the guidelines of the rubric and submitted to the dropbox.
- 3) Personal Leadership Development Plan Part I –Students will develop a Leadership plan with action steps based on the finding of the skill assessment and submitted to the drop box.

4) Personal Leadership Development Plan Part II –Students will develop a Leadership plan with action steps based on the finding of the skill assessment and submitted to the drop box.

Grading Criteria & Scale

Course Grading Scale:

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

Online Course Evaluation Table

Evaluation Instrument	Number	Points Each	Total Points	Percentage of Grade
Discussion Topics (Modules 1-10)	10	20	200	20%
Case Studies (Modules 1-10)	10	20	200	20%
Article/Video Critique (Modules 3,4,7,9)	4	25	100	10%
Skill Assessments (Modules 1,2,6,8)	4	25	100	10%
Reflection of Learning (Modules 1-10)	10	10	100	10%
Personal Leadership Plan I (Module 5)	1	150	150	15%
Personal Leadership Plan II (Module 10)	1	150	150	15%
		Total	1,000	100%

PASS/FAIL GRADE POLICY

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the [University catalog](#) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the [SCPS catalog](#).

MINIMUM SCPS GRADE POLICY

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

Incomplete (IN) Grade: This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade](#) form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student’s request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

Course Schedule

Session	Description	Assignments due
Module 1 Defining Leadership	<p>Read: Northouse P. G. (2019) Leadership theory and practice (8th ed) Thousand Oaks, CA: Sage publications. Chapter 1,2,3</p> <p>Drew, G. M. (2010) Enabling or “real” power and influence in leadership. Journal of Leadership Studies. (4) (1) 47-58.</p> <p>Zaccaro, S. J. (2007) Trait-based perspective of leadership. <i>American Psychologist</i>. (62) (1) 6-16.</p>	<p>Discussion – Introduction</p> <p>Discussion One- Leadership and Management and Case Study One</p> <p>Initial post due Wednesday response to two students due Sunday.</p>

	<p>Seven traits of highly effective leaders (2013) Retrieved https://www.inc.com/peter-economy/7-traits-highly-effective-leaders.html</p> <p>Watch Videos:</p> <p>Why credibility is the foundation of leadership –Barry Posner (2015) 8:43</p> <p>https://www.youtube.com/watch?v=QmMcSBQvQLQ</p> <p>What to look for in great leaders Gary Bertoline TedX-Purdue U (2013) 10:30</p> <p>https://www.youtube.com/watch?v=7IHQyEC2GRU</p>	<p>Analysis of Skills Assessment</p> <p>Reflection of Learning One-Personal Perspective of Leadership</p>
<p>Module 2 Behavioral Approach to Leadership</p>	<p>Read:</p> <p>Northouse, P.G. (2019) Leadership theory and practice (8th ed) Thousand Oaks, CA: Sage publications. Chapter 4, 5.</p> <p>Lang, D. (2016) Choosing an appropriate leadership style. <i>NZ Business +Management</i>. (30) (3) p.M30.</p> <p>Schwantes, M. (2016) 5 Leadership Behaviors You Want in a High-Potential Employee Retrieved from https://www.inc.com/marcel-schwantes/5-leadership-behaviors-you-want-in-a-high-potential-employee.html</p> <p>Walter, E. (2015) 12 Leadership Behaviors That Build Team Trust Retrieved from https://www.forbes.com/sites/ekaterinawalter/2015/12/01/12-leadership-behaviors-that-build-team-trust/#407cad637221</p> <p>Yukl, G. (2012). Effective behavior: what we know and what questions need more attention. <i>Academy of Management Perspectives</i> (26) (4) p. 66-85.</p>	<p>Discussion Two-Impact and Influence of Leadership Style and Case Study Two</p> <p>Initial post due Wednesday, response to two students due Sunday.</p> <p>Analysis of Skills Assessment</p> <p>Reflection of Learning Two – Your Development Level and Support</p>

	<p>Watch videos:</p> <p>What do all great leaders have in common Matt Beeton TEDxOxbridge (12:12)</p> <p>https://www.youtube.com/watch?v=KgmKNKM0i1g</p> <p>Stanley McChrystal: Listen, learn ... then lead (15:38)</p> <p>https://www.youtube.com/watch?v=FmpIMt95ndU</p>	
<p>Module 3 Follower-Centered Leadership</p>	<p>Read:</p> <p>Northouse (2019) Leadership theory and practice (8th ed) Thousand Oaks, CA: Sage publications. Chapters 11 and 12.</p> <p>Blanchard, K. (2016) Why New Year’s resolutions don’t work. <i>Chief Learning Officer</i>. (15)(1) p. 14.</p> <p>Peters, T. (2012) Adaptive organizations. <i>Leadership Excellence Essentials</i>. (29) (6) p.3-4.</p> <p>Watch videos:</p> <p>Blanchard, K. (2011) It’s always the leader (3:21). https://www.youtube.com/watch?v=dS0cpKj1bLY</p> <p>Linsky, M. (2011) Adaptive Leadership-Leading Change TEDxStCharles (21:00) https://www.youtube.com/watch?v=af-cSvnEExM</p> <p>Bentley, J. (2017) The Art of Following TedxGlasgow (11:34). https://www.youtube.com/watch?v=MQo-1qIKUBE</p>	<p>Discussion Three – Follower Role and Case Study Three Initial post due Wednesday, response to two students due Sunday.</p> <p>Video Critique- Adaptive Leadership</p> <p>Reflection of Learning Three- Leadership and Followership Insight</p>
<p>Module 4 Motivation and Leadership</p>	<p>Read:</p> <p>Northouse P. G. (2019) Leadership theory and practice (8th ed) Thousand Oaks, CA: Sage publications. Chapters 6 and 7.</p>	<p>Discussion Four- Three Most Important Factors in Leadership Development</p>

	<p>Dixon, M. L., Hart, L. & Kozloski, L. (2010) The impact of path-goal leadership on work group effectiveness and turnover intention. <i>Journal of Managerial Issues</i> (22) (1) p. 52-69.</p> <p>Kattan, M., & Fox, T. (2014) A Study of personality and leadership styles among members of a rock band. <i>Journal of Organizational Culture, Communication, and Conflict</i>. (18) (2) p.105-123.</p> <p>Applying Leader-Member Exchange Theory (2015) Retrieved from http://sites.psu.edu/leadership/2015/03/06/applying-leader-member-exchange-theory/</p> <p>The Leader-Member Exchange Theory Getting the Best From all Team Members Retrieved from https://www.mindtools.com/pages/article/leader-member-exchange.htm</p> <p>Watch Videos:</p> <p>How to inspire leaders to grow Omid Aschari TEDxZurich (2014) https://www.youtube.com/watch?v=BHNIZS6-9zE (14:44)</p> <p>Get Your Employees Engaged (2012) (5:36) https://www.youtube.com/watch?v=9buGE_vKxcc</p>	<p>and Case Study Four Initial post due Wednesday, response to two students due Sunday.</p> <p>Article Critique</p> <p>Reflection of Learning-Relational Leadership</p>
<p>Module 5 Leadership and Change</p>	<p>Read:</p> <p>Northouse P. G. (2019) Leadership theory and practice (8th ed) Thousand Oaks, CA: Sage publications. Chapter 8.</p> <p>Alatawi, M. A. (2017) The myth of the addictive effect of the transformational leadership model. <i>Contemporary Management Research</i>. (13) (1) 42-48.</p> <p>Syaifuddin, S., S., A. (2016) The influence of work stress and transformational leadership on work motivation and</p>	<p>Discussion Five- The Value of Transformational and Transactional Leadership and Case Study Five Initial post due Wednesday, response to two</p>

	<p>implications of employee’s performance (case study). <i>Academy of Strategic Management Journal, suppl. Special Issue</i> (3) (1)19-29.</p> <p>Ruggio, R. (2009) Are You a Transformational Leader? Retrieved from https://www.psychologytoday.com/blog/cutting-edge-leadership/200903/are-you-transformational-leader</p> <p>Inam, H. (2016) Five Practices Of Transformational Leaders Retrieved from https://www.forbes.com/sites/hennainam/2016/06/25/five-practices-of-transformational-leaders/#47f18575d0f7</p> <p>Transformational Leadership: Becoming an Inspirational Leader Retrieved from https://www.mindtools.com/pages/article/transformational-leadership.htm</p> <p>Watch Videos: Lessons on Leadership: From Mandela to Obama (2010) https://www.youtube.com/watch?v=v_MholxhN4A(16:42) Cultivating Leadership: How to Become the Best Leader You Can Be (2015) https://www.youtube.com/watch?v=DR8HI30V5BU (32:34)</p>	<p>students due Sunday.</p> <p>Personal Leadership Development Plan Part I</p> <p>Reflection of Learning- Leadership at its Best</p>
<p>Module 6 Leadership and Values</p>	<p>Read: Northouse P. G. (2019) Leadership theory and practice (8th ed) Thousand Oaks, CA: Sage publications. Chapters 9 and 10. Bawany, S. (2015) Discovering your Authentic Leadership. <i>Leadership Excellence Essentials</i> (32) (3) p.30. Eastman, P. II (2014) The bottom line of Authentic Leadership. <i>Leadership Excellence Essentials</i> (31) (4) p.42.</p>	<p>Discussion Six- The Greater Good and Case Study Six Initial post due Wednesday, response to two students due Sunday.</p>

	<p>Mertel, T. & Brill, C. (2015) What every leader ought to know about becoming a servant leader. <i>Industrial and Commercial Training</i> (47) (5) p. 228-235.</p> <p>George, B. (2016) The truth about authentic leadership Retrieved from https://hbswk.hbs.edu/item/the-truth-about-authentic-leaders</p> <p>View Websites</p> <p>Robert E. Greenleaf The Center For Servant Leadership https://www.greenleaf.org/</p> <p>Servant Leadership Institute https://www.servantleadershipinstitute.com/</p> <p>Watch Videos:</p> <p>Fett, A. (2017) Servant Leadership: How a jar can change the way you lead and serve TEDxFondduLac (17:35) https://www.youtube.com/watch?v=1vIPrR_cIEg</p> <p>George, B. (2009) Good Leaders are Authentic Leaders (4:56) https://www.youtube.com/watch?v=r6FdIVZJfzg</p> <p>Simmick, D. (2016) Great Leaders Need Authenticity TEDxCollegeofWilliam&Mary (21:01) https://www.youtube.com/watch?v=9D8rurK4fzQ</p>	<p>Analysis of Skills Assessment</p> <p>Reflections of Learning Six-Your Greatest Crucible</p>
<p>Module 7 Team Leadership</p>	<p>Read:</p> <p>Northouse P.G. (2019) Leadership theory and practice (8th ed) Thousand Oaks, CA: Sage publications. Chapter 14.</p> <p>Wilson, A.A. (2014) Utilizing the team leadership model proves successful for virtual team Retrieved from http://sites.psu.edu/leadership/2014/10/24/utilizing-the-</p>	<p>Discussion Seven-Shared Leadership and Case Study Seven</p> <p>Initial post due Wednesday, response to two students due Sunday.</p> <p>Case Study Seven</p>

	<p>team-leadership-model-proves-successful-for-virtual-team/</p> <p>Clemmer, J. (2017) 7 Leadership team failure factors: what example is your team providing? <i>Leadership Excellence Essentials</i> (34) (6) p.24.</p> <p>Hoegl, M. & Muethel, M. (2016) Enabling shared leadership in virtual project teams: a practitioners' guide. <i>Project Management Journal</i>. (47) (1) p7-12.</p> <p>Watch Videos:</p> <p>Wooden, J. (2009) The difference between winning and succeeding (17:36) https://www.youtube.com/watch?v=0MM-psvqiG8</p> <p>Stratton, S. (2012) The Power of Team TEDxSTJOHNS (13:45) https://www.youtube.com/watch?v=uZKyVWb_Gf4</p>	<p>Video Critique</p> <p>Reflection of Learning Seven-Your Leadership Mental Model</p>
<p>Module 8 Leadership and Gender, Diversity, and Inclusion</p>	<p>Read:</p> <p>Northouse P.G. (2019) Leadership theory and practice (8th ed) Thousand Oaks, CA: Sage publications. Chapter 15.</p> <p>Sherwin, B (2014) Why Women Are More Effective Leaders Than Men http://www.businessinsider.com/study-women-are-better-leaders-2014-1</p> <p>Tavakoli, M. (May, 2015) Diversity & inclusion drive success for today's leaders. <i>TD: Talent and Development</i> (69) (5) (p.46-51).</p> <p>McFadden, C. & Crowley-Henry, M. (Mar,2018) "My people": the potential of LGBT employee networks in reducing stigmatization and providing voice. <i>International Journal of Human Resource Management</i> (29) (5) p.1056-1081.</p>	<p>Discussion Eight-Diversity and Inclusion and Case Study Eight</p> <p>Initial post due Wednesday, response to two students due Sunday.</p> <p>Bias Assessment</p> <p>Reflection of Learning Eight-Un-silencing the Voice</p>

	<p>Alidina, R-K. (June, 2019) Diversity is a reality, inclusion is a choice: for long-term success, embed inclusion in every aspect of your decision-making. <i>Leadership Excellence</i> (36) (6) p. 36-37.</p> <p>Watch Videos:</p> <p>Medina, P. (2019) Let’s stop talking about diversity and start working toward equity. TedXPortland (15:33) https://www.youtube.com/watch?v=deYUUFak08Y</p> <p>Bennet-Alexander, D. (2015) Practical diversity: taking inclusion from theory to practice, (16:52). https://www.youtube.com/watch?v=ExcDNly1DbI</p> <p>Haller-Jordan, E.T. (2012) How to avoid gender stereotypes at TEDxZurich (10:01) https://www.youtube.com/watch?v=9ZFNsJ0-aco</p>	
<p>Module 9 Leadership and Ethics</p>	<p>Read:</p> <p>Northouse P.G. (2019) <i>Leadership theory and practice</i> (8th ed) Thousand Oaks, CA: Sage publications. Chapter 13.</p> <p>Giles, S. (2016) The most important leadership competencies, according to leaders around the world. <i>Harvard Business Review Digital Articles</i>. P.2-6. 5.</p> <p>Keltner, D. (2016) Don’t let power corrupt you. <i>Harvard Business Review</i> (94) (10) p.112-115.</p> <p>Craft, J.L. (2013) Living in the gray: lessons on ethics from prison. <i>Journal of Business Ethics</i> (115) p. 327-339.</p> <p>Ethical Leadership: Doing the Right Thing. Retrieved from https://www.mindtools.com/pages/article/newLDR_58.htm</p> <p>Leadership. Retrieved from http://www.ethicalsystems.org/content/leadership</p>	<p>Discussion Nine- Moral Decisions and Case Study Nine Initial post due Wednesday response to two students due Sunday.</p> <p>Case Study Nine</p> <p>Reflection of Learning Nine- Ethical Leadership Style</p>

	<p>Watch Videos:</p> <p>Gallagher, C. (2013) Business Ethics Keynote Speaker shares Straight Talk about Ethics! (14:21) https://www.youtube.com/watch?v=gUJ00vNGCPE</p> <p>Apple CEO Tim Cook on Ethical Leadership (2013) (2:48) https://www.youtube.com/watch?v=3ygNKNaMv4c</p> <p>Ariely, D. RSA ANIMATE: The Truth About Dishonesty (2012) (11:08) https://www.youtube.com/watch?v=XBmJay_gdNc</p>	
<p>Module 10 Nonprofit Leadership</p>	<p>Read:</p> <p>Mont, S. (2017) The future of nonprofit leadership: Worker self-directed organizations https://nonprofitquarterly.org/future-nonprofit-leadership/</p> <p>Bridgespan.org (n.d.) How to develop yourself as a nonprofit leader https://www.bridgespan.org/insights/library/careers/how-to-develop-yourself-nonprofit-leader</p> <p>Idealist.org (2015) Five practice of successful nonprofit leaders https://www.idealists.org/en/careers/5-practices-of-successful-nonprofit-leaders</p> <p>Barlow, J. (2017) What does the Executive Director of a nonprofit organization do? https://www.boardeffect.com/blog/executive-director-non-profit-organization/</p> <p>Eisenstein, L. (2019) Nonprofit Executive Director Transition Plan https://www.boardeffect.com/blog/nonprofit-executive-director-transition-plan/</p> <p>Watch Videos:</p> <p>Einstein, A. (2018) Nonprofit Leadership Styles: interview with Marc Pitman</p>	<p>Discussion Ten-Many Hats of a Nonprofit Leader and Case Study Ten</p> <p>Initial post due Wednesday, response to two students due Sunday.</p> <p>Reflection of Learning Ten-Leadership and You</p> <p>Personal Leadership Development Plan Part II</p>

	<p>https://www.youtube.com/watch?v=MGFHezsDYEI (14:29)</p> <p>Grunder,C. (2014) Modern nonprofit board governance -- passion is not enough! TEDxWilmington (2014) https://www.youtube.com/watch?v=MIF9yJVldwQ (13:40)</p>	
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Course Policies

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. You are required to participate in the course discussion forum by responding to all instructor requests and by interacting with fellow students. If any changes to the originally published course syllabus used to select/register for this course occurs, the changes will be communicated in the first session/week of the course in writing; if significant assignment changes are made during the course it will be done officially with the consensus approval of students.

This course includes and adheres to the college and university policies described in the links below:

- [Academic Integrity Policy \(UGRAD\)](#)
- [Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)
- [Course Withdrawal Timelines and Grade/Fee Consequences](#)
- [Accommodations Based on the Impact of a Disability](#)
- [Protection of Human Research Participants](#)

Other Resources for Students

- [University Center for Writing-based Learning](#)
- [SNL Writing Guide](#)
- [Dean of Students Office](#)

Instructor Brief Bio

Dr. Susan Neustrom is part time faculty at School of Continuing and Professional Studies/DePaul University, as well as part time faculty at another university and has over thirty years' experience in leadership positions in both corporate and non-profit sector. She holds a Bachelor of Science in Business Management from National Louis University and a Master of Science in Organizational Leadership with a concentration in training and development from Lewis University. Dr. Neustrom received her doctorate

in education in Organizational Leadership from Argosy University and has developed many graduate and post graduate online courses. She is a published author of books, peer-reviewed journal, and several conference proceedings and keynote speaker for academic conferences and professional associations. Dr. Neustrom was recognized with the 2020 Teaching Excellence award. Presently, she is Director of a charitable foundation serving seniors in independent housing, assisted living, and memory care, a ICF certified life, leadership, and career coach, and is completing certification as a Compassion Cultivation Teacher.

Additional Considerations

None

Updated January 2019 (Links, LSP Pass/Fail Policy)