NORTH PARK UNIVERSITY - School of Business & Nonprofit Management

Course: Principles of Nonprofit Management, SBNM-5710 - Fall 2012

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On-line: Tuesdays & Thursdays (11am – 1pm & 7pm – 10pm), Saturdays (9am – 12pm & 7pm – 9pm) (I routinely check during off-times also)
Office Location: SBNM (2nd Flr.), 5043 N. Spaulding (mailing address - 3225 W. Foster, Box 27); Chicago, IL 60625

Introductory Comments:
Nonprofit organizations are ubiquitous. Many people are born in a nonprofit hospital, attend a nonprofit university, send their children to a nonprofit day-care center, worship at a nonprofit religious institution, watch the performances of nonprofit symphonies and dance companies, visit their parents in a nonprofit nursing home, and face the end of their life in a nonprofit hospice. Some need the services of nonprofit job-training organizations, soup kitchens, family counseling, and housing assistance agencies. People hope that nonprofit health-research associations will find cures and treatments for the ails they study, that nonprofit think tanks and advocacy groups will foster a better society, and that international nongovernmental organizations will promote the spread of human rights and economic development. We fear that some nonprofits will divide us into warring factions, that tax breaks will be wasted on largely unaccountable and antidemocratic organizations, or that the wrong side will win the advocacy wars. What factors define this diverse collection of organizations and causes?
(Richard Steinberg & Walter Powell, 2006)

Nonprofit organizations continue to be different, even as they change and evolve due to the changing funding and institutional environments they face. They are unlike both businesses and government in certain fundamental ways while similar in other ways. Nonprofit organizations, like businesses, rely on voluntary exchanges to obtain revenues and other resources. In business, customers supply the resources for the service they receive. Unlike business, nonprofit organizations … typically depend, at least to some extent, on one group, donors or government, for the resources necessary to provide a different group, the clients or beneficiaries, with services. Indeed, one reason nonprofit organizations exist is that the services they offer would not be provided otherwise. This is the justification for the tax and other public policy preferences nonprofit organizations receive—they provide public goods that would otherwise not be provided, either by business or by government.
(Robert Herman, 2005)

Required Readings:
[A] Renz, D. and Assoc. (2010). *The Jossey-Bass Handbook of Nonprofit Leadership and Management, 3rd ed.*; San Francisco: Jossey-Bass.
[B] Siegel, J. (2006). *A Desktop Guide for Nonprofit Directors, Officers and Advisors*; Wiley & Sons.
[C] Additional resources available On-line

Course Description: This is a course about the nonprofit sector, about the unique socio-political philosophy that has led to its development and about its current status and dimensions. This course will provide an introduction to some of the special management and leadership issues facing nonprofit organizations. Because of the unique status of nonprofit organizations, leadership is perhaps the most critical of all the topics; who leads and how leadership, decision making, and other executive functions are exercised are of paramount importance in the nonprofit sector.

Student Learning Objectives: Through participation in this course, students will increase their specific knowledge in: nonprofit management literature; history and philosophy of the sector; international, national and local scopes and size of the sector; laws and standards applicable to nonprofit organizations; standards of ethical behavior and public expectations of accountability; nonprofit management methods and practices; effective board and staff relations; basic strategic planning tools and practices; advocacy and media management principles; and resources for further investigation of nonprofit management. Students will also analyze various forms of information and synthesize selected data sets to gain a broad understanding of the various components and uniqueness of the sector.

Course Teaching and Learning Methods: Because this course is being taught in an intensive format, it is very important for students to keep up with readings, assignments and online discussions. Questions will be posted by the instructor on the course site on a weekly basis to stimulate the discussion. Responses need not only be directed to the instructor but should be in response to the thoughts and ideas of other students as well.

Some assignments will be posted online for class member review and comments. The course instructor expects that each student will provide constructive and timely feedback to other class members on assignments as required. While the course instructor may also provide online feedback on assignments, grades for each course assignment will be given privately.

Course Schedule:
Course materials availability: At the latest, course materials will be made available by Monday mornings at 8am (Chicago Time).
Expectation of readings to be done: All readings for the week should be completed by Wednesdays at 7pm (Chicago Time).

Computer Requirements: In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit http://www.northpark.edu/cs/support/minreq.aspx for information on computer requirements and https://www.northpark.edu/cs/support/config.aspx for network access.

Student responsibilities:

1. Full participation is required for this class. You cannot successfully complete this course without completing the weekly readings and assignments. This is a graduate-level course and all students are fully expected to actively participate on a weekly basis while this course is underway.
2. Some assignments will be posted on-line for others to see. You will be asked to comment and provide feedback to one another on your work.
3. Although I strongly suggest that all issues, questions, and problems be dealt with online, you can feel free to call or e-mail me regarding these issues at any time, noting the office hours I am available.
4. Use proper "netiquette" (see *A Guide to Netiquette in Course Information folder on-line*).
5. I normally advise participants to plan on spending 10-12 hours a week on course responsibilities (i.e. readings, assignments, online discussions).

Instructor responsibilities:

1. Design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. Provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.
3. Provide opportunities for group work that will include discussion as well as hands-on exercises.
4. Provide updated information on relevant resources for the various topics of interest.
5. Read and critically assess students' assignments and provide feedback.
6. Respond to all student e-mails and phone calls in a timely fashion.

Points for various tasks and assignments:

Week 1 individual profile	10
Individual forum participation	70
990 assignment (individual paper)	50
Case study (group paper)	40
Website critique (individual paper)	50
Individual Financial SWOT	50
Group STEP on-line presentation	30
Final paper (individual)	200
Total	500

Criteria for Grading On-line Discussion Forum Participation: Generally, student postings will be graded on a weekly basis according to the following criteria (any point differences will be displayed on the Discussion Forum):

Initial Postings Rubric

5 Points	3-4 Points	1-2 Points	-0- Points
Discussion is substantive and relates to key principle(s), point(s) or issue(s) of the assignment.	Reference made to key issue(s) but point(s) is(are) not sufficiently integrated.	Inadequate or no reference to key principle(s); no evidence that student understood the principle(s).	No participation during the scheduled week
Uses relevant example(s).	Example(s) is(are) not integrated effectively into response.	No example(s) provided.	
Posted on time.	Posted on time, but during the last 2 days of discussion.	Not posted by deadline.	No posting during the scheduled week
Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical.	Terms used inaccurately; organization present but could be improved, writing is generally adequate but exhibits some lack of clarity.	Writing is poor, terminology inaccurately used and lacks organization.	

Response Postings Rubric

5 Points	3-4 Points	1-2 Points	-0- Points
Relates to the original posting; reinforces course material or challenges interpretation of material.	Refers to lesson content but not integrated effectively.	Does not refer to key points with no evidence student understands the key points.	No responses during the scheduled week
Responds to the ideas presented in the original post.	Response is loosely related to the ideas of the original post.	Response does not relate to the original post.	

Response is characterized by the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Response is characterized by 1 or 2 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Response is not: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	
Posted on time.	Posted on time, but during the last 2 days of discussion.	Not posted by deadline.	No response posting during the scheduled week
Organized, concise, clearly written in understandable language.	Writing is adequate but may include inconsistencies or inaccuracies.	Writing is poor, unclear and disorganized.	

COURSE SCHEDULE

Week 1: Individual Introductions & Overview of the Nonprofit Sector

Learning Objectives:

- Understand class requirements, basic class structure, and learn something about each student in class and the instructor.
- Understand the size, scope, and significance of the international, national and local nonprofit sectors.

Class Organization:

- PP Lecture, Forum Discussion (see On-line)
- *Forum Postings:* Original postings due by no later than Wednesday at 10pm (Chicago Time), response postings due within 36 hours of original postings. All on-line discussions end on Sunday at midnight (Chicago Time).

Topics:

- Roles and functions of nonprofit organizations
- Size, impact, and trends in the nonprofit sector
- Types, forms, and language used to describe voluntary action
- Relationships and dynamics among and between sectors

Readings to be completed for this class:

- [A] Salamon (ch. 3)
- [A] Ebrahim (ch. 4)

Assignment:

- Introductions (see On-line for instructions)

<u>Week 2: Historical Context & Legal Framework of Nonprofit Organizations</u>

Learning Objectives:

- Understand the history and theories of the sector, its traditions as well as how it effects its ongoing development.
- Gain knowledge of the legal framework of US nonprofit organizations.
- Analyze data from Form 990 and synthesize into presentable and understandable information.

Class Organization:

- PP Lecture, Forum Discussion (see On-line)
- *<u>Forum Postings:</u>* Original postings due by no later than Wednesday at 10pm (Chicago Time), response postings due within 36 hours of original postings. All on-line discussions end on Sunday at midnight (Chicago Time).

Topics:

- History and development of the US nonprofit sector and organizations
- Theoretical explanations of the emergence of the sector
- Evolution of the tax treatment of nonprofit organizations
- Incorporation and filing processes
- Legal rights, obligations and regulatory bodies and oversight
- Form 990 (Informational tax return) and tax implications

Readings to be completed for this class:

- [A] Hall (ch. 1)
- [A] Hopkins & Gross (ch. 2)
- [B] chs. 1, 4 & 11
- [C] see On-line
- Handout - sample 990 (w/attachments)

Individual Assignment: see On-line

- [see Assignment section for due date/time for 990 assignment].

<u>Week 3: Volunteerism & Board Governance</u>

Learning Objectives:

- Understand the legal aspects of board governance, bylaws, conflicts of interest, and fiduciary responsibilities.
- Understand the history of volunteerism and background about US volunteerism.

Class Organization:

- PP Lecture, Forum Discussion (see On-line)
- *<u>Forum Postings:</u>* Original postings due by no later than Wednesday at 10pm (Chicago Time), response postings due within 36 hours of original postings. All on-line discussions end on Sunday at midnight (Chicago Time).

Topics:

- Volunteerism
- Board governance
- By-laws, conflicts of interest, and fiduciary responsibilities

Readings to be completed for this class:

- [A] Brudney (ch. 26)
- [A] Renz (ch. 5)
- [B] chs. 1, 2 & 7

Assignment:

- None

<u>Week 4: Executive Leadership & Ethics</u>

Learning Objectives:

- Understand theories of leadership, skills, and practices in building effective and sustainable organizations.
- Understand the role of nonprofit executives as agents of and for social change, social justice, and ethical practices.

Class Organization:

- PP Lecture, Forum Discussion (see On-line), Group exercise and presentation
- *<u>Forum Postings:</u>* Original postings due by no later than Wednesday at 10pm (Chicago Time), response postings due within 36 hours of original postings. All on-line discussions end on Sunday at midnight (Chicago Time).

Topics:

- Role of executives in building effective and sustainable organizations
- Ethical issues, organizational development and behaviors and application to NPOs
- Standards and code of conduct appropriate to professionals in the sector
- Accountability and "managing the mission"
- Overview of 4 Frame model (Bolman & Deal)

Readings to be completed for this class:

- [A] Herman (ch. 6)
- [A] Jeavons (ch. 7)
- Bolman & Deal's 4 Frame model
- [C] Golensky, case study

Assignment:

- On line team discussions of leadership challenges by each team assigned one of the 4 frames: <u>structural, human resource, political, or symbolic</u> and submitted a team constructed paper.
- Read *Conflicting Agendas*; prepare an analysis and evaluation of the current composition of the organization (see rubric) [see Assignment section for due date/time].

    1. Is there a good mix of leadership qualities, knowledge and skills? What additional characteristics are needed?

2. Evaluate the appropriateness of how this organization functions. Is there a good decision-making process? Why or why not?
3. Provide at least one recommendation for this organization regarding overall management and governance and justify your recommendation.

<u>Week 5: Advocacy and Marketing Communication & Media Relations</u>

Learning Objectives:

- Understand the theoretical and historical significance of lobbying and advocacy, and the legal structure governing public policy process.
- Understand marketing communication and media relations and analyze particular communication aspects.

Class Organization:

- PP Lecture, Forum Discussion (see On-line for deadlines)
- *<u>Forum Postings:</u>* Original postings due by no later than Wednesday at 10pm (Chicago Time), response postings due within 36 hours of original postings. All on-line discussions end on Sunday at midnight (Chicago Time).

Topics:

- Roles of nonprofit organizations in the public policy process
- Key public policies
- Marketing "mission" in a nonprofit context
- How communication and marketing intersect within a nonprofit context

Readings to be completed for this class:

- [A] Avner (ch. 13)
- [A] Gainer (ch. 11)
- [A] Bonk (ch. 12)
- [C] Waters article

Assignment:

- Read and fully review the Webpage of your NPO of choice and conduct a critique: prepare an analysis and evaluation of the current webpage composition of the organization (see rubric) [see Assignment section for due date/time].

  1. How does the organization communicate its mission, purpose and vision?
  2. Evaluate the appropriateness of the organization's communication style. Are you satisfied with what is being communicated and how it's being communicated? Why or why not?
  3. Compare and contrast the organization's overall communication format with the article reading.
  4. Provide at least one recommendation for this organization regarding overall communication and justify your recommendation.

<u>Week 6: Financial Issues</u>

Learning Objectives:

- Understand the practical steps of raising philanthropic gifts and seeking grants as distinctive dimensions of the nonprofit sector.
- Review and analyze the various types of income pursued by nonprofit organizations, and the role and function of financial literacy and stewardship in effective oversight of resources.

Class Organization:

- PP Lecture, Forum Discussion (see On-line)
- *Forum Postings:* Original postings due by no later than Wednesday at 10pm (Chicago Time), response postings due within 36 hours of original postings. All on-line discussions end on Sunday at midnight (Chicago Time).

Topics:

- Philanthropic gifts
- Writing grant proposals
- Issues associated with various types of revenues
- Relationship between revenue and mission
- Basic accounting principles and concepts for nonprofit organizations
- Use of accounting information and analysis
- Planning, budgeting and financial management
- SWOT(C) analysis

Readings to be completed for this class:

- [A] Bell (ch. 17)
- [A] Young (chs. 18 & 22)
- [A] Fogal (ch. 19)

Assignment:

- Read and fully review the financial statements of the sample nonprofit organization and conduct a financial critique of your findings regarding the inflow and outflow of financial resources (income & expenses) and your findings regarding the organization's overall budget. Prepare an analysis and evaluation of the information by using a traditional SWOT technique (see rubric) [see Assignment section for due date/time].

  1. What is/are the organization's financial Strengths?
  2. What is/are the organization's financial Weaknesses?
  3. What is/are the organization's financial Opportunities?
  4. What is/are the organization's financial Threats?

Week 7: Strategic Planning and Management

Learning Objectives:

- Understand concepts, procedures and tools designed to assist nonprofit leaders and managers to shape and guide what a nonprofit organization is, does and why it does it.

Class Organization:

- PP Lecture, Forum Discussion (see On-line), Group exercise and presentation

- *Forum Postings:* Original postings due by no later than Wednesday at 10pm (Chicago Time), response postings due within 36 hours of original postings. All on-line discussions end on Sunday at midnight (Chicago Time).

Topics:

- Mission development
- STEP analysis
- Competitive advantage
- Mission accomplishment

Readings to be completed for this class:

- [A] Brown (ch. 8)
- [A] Bryson (ch. 9)
- [A] Yankey & Willen (ch. 14)
- McKinsey Capacity report

Assignment:

- Team discussions and presentations of STEP analysis issues for nonprofit organization used during week 6.
- Final paper – You've been hired as a consultant for the NPO of your choice and you've been asked to write up an assessment of the organization that assesses the following enumerated topics and issues:
  1) Governance and volunteer management
  2) Executive, managerial & program composition
  3) Ethics
  4) Public involvement and marketing organization's mission
  5) Finances – fundraising and budgetary issues
  6) Current and future strategies to contend with management and leadership
- Write up your findings on the impact of the above topics on your nonprofit organization and your view as to which issue deserves the greatest attention (see rubric) [see Assignment section for due date/time].

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Academic Honesty: In keeping with our Christian heritage and commitment, North Park University and the SBNM are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

- Plagiarism – the use of another's work (including your own past work) as one's own without giving credit to the individual. This includes using materials from the Internet.
- Copying another's answers on an examination.
- Deliberately allowing another to copy one's answers or work.
- Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University's Catalog (available at www.northpark.edu). In conclusion, it is North Park's mission to prepare you for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Attendance Policy: The graduate courses in the SBNM are all 7 weeks in length. Missing 1 week's class is allowed without penalty as long as all readings are made up by the student within the following week. Missing a 2nd week's class may be allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents 28.6% of the engagement time for the course, the student runs the risk of receiving a significantly lower grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses 3 weeks will automatically fail the course, unless the student drops the course before the 7th week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University policy outlined in the University Catalog (www.northpark.edu).

Disabilities: Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the SBNM program office (773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: http://www.northpark.edu/ada.

Use of *APA Publication Manual*: The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:
1) Improving student's writing skills.2) Standardizing the required format of all written assignments in all SBNM courses.
3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Publication Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

Please note that late submission of any assignment is accepted for good reason, but will cost 10% of the total assignment points for each day or portion of a day late.