

PUBA 630: NONPROFIT MANAGEMENT

Wednesdays 6-8:30pm

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Course Overview

This is an introductory graduate course designed to provide a basic understanding of management issues relating to nonprofit organizations, which are the fastest growing part of the public sector. In this course, we will investigate the purpose and scope of the nonprofit sector in the United States and Hawaii. Overall, the class is designed to build students' awareness of the role and importance of the nonprofit sector and the various issues that are important to the effectiveness of managing and working in nonprofit organizations.

Course Objectives

Readings, student presentations, discussions and written assignments are intended to help students think critically about the trends, opportunities and challenges in the nonprofit sector. Through this course, students will be better prepared for roles as nonprofit and public sector participants and leaders.

Upon completion of this course, students should:

- ✚ be familiar with the history and theories of the nonprofit sector;
- ✚ understand the scope and significance of the nonprofit sector in the U.S. and globally;
- ✚ be prepared to address nonprofit management dilemmas using course materials and other nonprofit resources;
- ✚ learn the management tools necessary to participate in and manage a nonprofit organization

Course Requirements

Each student will complete the assigned readings and assignments as scheduled and on time.

Each student will actively participate in class discussions.

Each student will be respectful of others' ideas and experiences.

Required Texts:

Crutchfield, L and Grant, H.M. (2012) *Forces for Good: The Six Practices of High-Impact Nonprofits*, 2nd edition. Jossey-Bass.

Worth, M.J. (2014). *Nonprofit Management: Principles and Practice*, 3rd edition. Sage. Also available as an e-book at <http://www.sagepub.com/books/Book239084?siteId=sage-us&prodTypes=any&q=worth&fs=1>

Assignments

Weekly Attendance and Participation	15%
Blog posts	15%
Topic Discussion Leader	15%
Paper	25%
Forces for Good Project	30%
Total:	100%

Weekly attendance and participation

Your task in this class is to thoughtfully examine course materials and engage fully in course-related activities, discussions and assignments. Your attendance is expected at each session. If you must miss class for any reason, please contact me, before the class. In-class participation includes appropriate comments on the readings and lecture topics and it also includes respecting the viewpoints and experiences of your classmates, professors, and the guest speakers.

Blog Posts To facilitate discussion, students are required to submit a 500-word blog post each week about the assigned readings. These could be questions about the readings, an example of something that particularly interested you from the readings, some alignment you see with your own experiences or something you would like to add or further discuss in class. Blog posts must be posted to the class Lulima site in the 'blog' section in Lulima by Monday at 8pm. These blog posts should be clear to read and understand with proper sentence structure and grammar. Students are encouraged to read each other's blog posts so that we can have a class discussion about them. It may be helpful to bring a copy of your post to class with you as well, especially if you do not feel comfortable talking in class.

Topic Discussion Leader/Presentation

Students will lead a weekly discussion on a book chapter topic of their choice. The role of the discussion leader is to facilitate the learning for that class. Tasks include assisting with group processing by leading in-class activities, encouraging discussion, keeping the group on topic/task, monitoring individual and group progress during the class, and assisting in the debriefing. This will give you valuable experience in managing and facilitating group experiences.

Paper

Each student will also complete a 6-8 page paper based on their chosen chapter topic. This paper includes answering a discussion question on one of the cases presented at the end of the chapter. Once your topic is chosen, email me for approval of your case and the question you will be answering. A hard copy of this paper is due to me at the next class period after that topic is discussed in class.

Forces for Good Project

In their study, Crutchfield and Grant (2012) view nonprofit organizations as “catalytic agents of change” that act together with government, business and citizens as “forces of good” to deliver social change than could not be achieved by one sector alone. Crutchfield and Grant’s book focuses on exemplary organizations and they identify the six common practices that are indicative of highly functioning and high impact nonprofits.

For one assignment, you will work *in a team* to identify and analyze a Hawai‘i, nonprofit organization to study. As a team, your tasks are to:

- 1) Interview at least one leader in your selected Hawaii nonprofit using the Crutchfield and Grant questions for Executive Directors (See Appendix C in the text);
- 2) Conduct organizational research (using internet documents, organizational reports, interviews, or other sources of information) to respond to the “Specific Areas of Organizational Inquiry” (See Appendix C in the text).

As a team, prepare a report that does not exceed 15 double-spaced pages that follows this format:

- 1) Develop an organizational profile (use the template provided in Appendix E as a guide);
- 2) Conduct an assessment of the organization’s alignment (or lack thereof) with the six key principles detailed in the *Forces for Good* text;
- 3) Describe your insights for sustaining (or improving) organizational impact; and
- 4) Make recommendations on applying the concepts for *Forces of Good* to the selected organizational setting.

Your grade for this assignment includes both the written report and a team presentation in class.

Each group is responsible for preparing a 20-minute PowerPoint presentation to share their findings with the class (Each student in the group will be evaluated on their clarity of oral communication, his or her level of professionalism and the team’s quality of the slideshow). This will be discussed in more detail later in the semester.

Each student in the group will be graded individually, however, there will be a shared score based on the submitted paper and presentation. This will be evaluated on the clarity of the ideas, the quality of the writing and the presentation quality of the overall proposal. Scores will be adjusted for each team member based on their contribution to the group and to the written assignment taking into account each team member’s individual and group assessment.

In order to assess individual contributions, each member will submit a self and peer evaluation via email describing the contribution you and each of the other group members made in this project. Be sure to include information about what parts of the assignment someone was solely responsible for, who worked on which parts together, and how well you think you worked as a team (i.e. did you all get along, was someone difficult to meet with, did you work on things together or separately and then put the pieces together? etc.)

Writing Guidelines

All hard copy written assignments must be typed, stapled, double spaced, with one-inch margins and in Times New Roman 12 pt font. All written assignments, hard copy and electronic assignments, will be graded on clarity, accuracy, and proper sentence structure and grammar. You should proofread all assignments before turning them in and you should include a bibliography. All materials must be properly cited and quoted material must be cited fully (author, date and page number)

LATE assignments will have 1 point deducted for every day the assignment is late.

Tentative Schedule

(Note: This schedule is subject to change as the semester goes on. Some topics may be covered over two weeks or moved around depending on the availability of guest speakers and the speed of the class discussion). Additional readings may be assigned to the class.

Week 1 August 26 Course overview and Introduction

Week 2 September 2 Nonprofit Management and Overview of the Sector

Readings: Worth: Chapters 1, 2
 Crutchfield and Grant (CG): Introduction: Pages 3-23

Chapter topic paper and presentation selection

Week 3 September 9 Theories of the Nonprofit Sector and Organizations

Readings: Worth: Chapter 3
 CG: Chapter 1

Case study assignments finalized

Week 4 September 16 Governing Boards

Readings: Worth: Chapter 4
 CG: Chapter 2

Discussion leader: _____

Week 5 September 23 Leadership and Ethics

Readings: Worth: Chapter 5
 CG: Chapter 3

Discussion leader: _____

Introduce Forces for Good Project Assignment

Week 6 Sept 30 Ensuring Accountability and Performance

Readings: Worth: Chapter 6
 CG: Chapter 4

Discussion leader: _____

Week 7 October 7 Strategic Planning and Management

Readings: Worth: Chapter 7
 CG: Chapter 5

Discussion leader: _____

Week 8 October 14 Capacity and Collaboration

Readings: Worth: Chapter 8
 CG: Chapter 6

Discussion leader: _____

Week 9 October 21 Managing Paid Staff and Service Volunteers

Readings: Worth: Chapter 9
 CG: 7

Discussion leader: _____

Week 10 October 28 Marketing, Communications, Advocacy and Lobbying

Readings: Worth: Chapters 10 and 15
 CG: Chapter 8

Discussion leader: _____

Week 11 November 4 Obtaining Financial Resources

Readings: Worth: Chapters 11-13

Discussion leader: _____
[November 11th Veterans' Day Holiday]
No Class

Week 12 November 18 *Governing and Managing International NGOs*

Readings: Worth: Chapter 16
 CG: Chapter 9

Discussion leader: _____

Week 13 November 25 *Social Entrepreneurship*

Readings: Worth: Chapter 17
 CG: Chapter 10

Discussion leader: _____

Week 14 December 2 *Being a Successful Nonprofit Organization*

Readings: CG: Chapters 11-12
 In-class Presentations

Week 15 December 9 *In-class Presentations*

Key pieces for your group presentation:

Your presentation grade is dependent on you talking about these points in your presentation. The clarity of this presentation, the contribution of each group member, and the quality of your presentation affects your grade.

Describe the organization (other topics may be added if they are important to understanding this particular organization)

Year established, who started it, why?

Mission and vision

Programs (if there are a lot, what are the main ones)

Client/constituency population

Size of the board, governance structure

Number of staff, volunteers, consultants

What is its budget? How is it funded?

What is the organizational culture like?

How does the external environment impact or influence this organization?

What impact has the organization had?

The bulk of your time should be spent on these points:

How well the organization aligns with the 6 key principles from C&G.

What can the organization do to improve (or sustain) its organizational impact?

What are your thoughts about the future of this organization? Any interesting tidbits you'd like to share? Do you think this is a high-impact nonprofit?

Self, peer and group evaluation:

Due via email Dec. 16th: Make sure to answer ALL of these questions.

How did you split up the work? Did you work on it together or split up the project into tasks and then put it together?

What did each person (including you) do?

What grade would you give each individual group member? Why?

What grade would you give your group? Why?

Remember: This evaluation is graded based on how complete, well written and thoughtful your responses are.