

PAD 6142: Nonprofit Management

Mondays, 6pm-8:50pm

Bldg 2; Room 2008

Spring 2011

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Office Hours: Monday 1:00- 2:45; 4:30 – 5:45

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Course Description:

This course will cover a broad scope of topics pertaining to the management and leadership of nonprofit organization in the United States. Topics include, but are not limited to, resource management, leadership, and current issues confronting nonprofits. This is a survey course and as such, each week students will be introduced to a new topic, which on its own can be a course unto itself. The goal is to introduce students to each to better prepare them for the broad array of issues facing nonprofit administrators.

Course Objectives:

Upon completion of this course, students will have a precursory understanding of the complexities involved in managing and leading nonprofit organizations in today's hyper-dynamic environment. Students will also develop and hone skills throughout the course that will enable them to:

- Possess the verbal and writing skills needed to communicate clearly and effectively, make persuasive, professional presentations and convey information essential to the discipline in an orderly and understandable manner.
- Understand the sources and uses of power and its relationship to political events, outcomes and processes.
- Understand the principles of the rule of law and its effects on political relationships, actors, institutions and policy.
- Be able to effectively apply critical thinking and problem solving skills to political issues.

Required Materials:

- Herman, Robert and Associates (2004) *The Jossey-Bass Handbook of Nonprofit Leadership and Management, 3rd edition*, San Francisco: Jossey-Bass. **(Be sure to purchase the 3rd edition)**
- All other readings are available online through the UNF library or Blackboard.

Class Policies:

Attendance: There is a strong positive correlation between class attendance and student performance. I expect you to show up for every class. Being in class affords you the opportunity to ask questions and learn from your fellow students. Please limit your absences to one class only. When you are not able to attend, please email me.

Tardiness: I expect all students to get to class on time and remain in class for the duration of the class period. If you are late, you will be marked absent. At times, I will lock the door at the beginning of class and will not let late students in.

Breaks: Please ensure that all your personal business is completed before class. DO NOT get up and leave the room; I find it to not only be distracting, but rude. If you have an emergency, that is fine, but an emergency must be an emergency, and emergencies do not happen often.

Given that this is a three hour class, there will be breaks throughout the class to rejuvenate. Please return to class by the end of break so that the class can proceed with minimal interruptions. There is a lot of information that needs to be covered, so your promptness in regard to time is much appreciated.

Early Dismissal: Do not leave class early unless you have informed me prior to the beginning of class that you need to leave. If you leave early, I will mark you absent for the whole class unless you have received prior approval.

Decorum: I expect professional decorum in the classroom at all times. Do not read the newspaper, talk to your friends or sleep during class. Do not come to class late or leave early. All of these actions are not only rude to your professor and peers, but are also not acceptable in a collegiate or professional setting.

I expect everyone in the class to show each other respect and debate in a professional manner. Ad hominem are NOT allowed. I will not tolerate students attacking other people in the room, verbally or otherwise, over their views and/or understanding of the data. Perspectives, and others' responses to them, need to be based on data, not ideology or beliefs. If you do not know the data, research it before class and be ready to provide the source of the data (e.g. census bureau, text book, etc.).

Late assignments/make-up exams: I do not accept late work. If you have a situation that requires an exception, you must notify me well in advance for consideration. Late papers will be penalized by having one point deducted for every day it is late.

Cell Phones: This is a professional class, and it will be conducted as such. No cell phone use during class. This includes not only calls but text messaging, internet browsing, and instant messaging as well. Please turn your cell phones off.

Communications: My contact information is listed at the beginning of the syllabus. Please note that I am not on the computer every minute of the day. When emailing me, you can expect a response within 24-hours, Monday through Friday. I make every attempt I can to NOT be online on weekends. That said it is best to contact me during the week with any questions.

Academic Dishonesty: Cheating, through any means, will not be tolerated in this course. You are not only cheating yourself (any wasting your money), it is unfair to students who do not seek an 'easy' way to obtain their desired grade. The followings statements are from UNF's Catalog (<http://www.unf.edu/catalog/catalog.aspx?id=15032403681>).

Course Content

A course may deal with subjects, issues, or perspectives to which some might object. Such objections will not exempt a student from course requirements. The University of North Florida stands behind the right of its instructors to include material that is challenging in any number of ways. The faculty urges students to discuss any concerns they might have concerning the content of their courses with their instructors.

Claiming One's Own Work

Each student is honor-bound to submit under his or her name or signature only his or her own work; to fully acknowledge his or her use of any information, ideas, or other matter belonging to someone else, and to properly document the source in question; and to offer for credit only that work which he or she has completed in relation to the current course.

Violations of Academic Integrity

Under this heading the University of North Florida Student Handbook identifies several types of violations; these include but are not limited to: cheating; fabricating and falsifying information or citations; submitting the same work for credit in more than one course; plagiarizing; providing another student with access to one's own work to submit under this person's name or signature; destroying, stealing, or making inaccessible library or other academic resource material; and helping or attempting to help another person commit an act of academic dishonesty. The University of North Florida authorizes any instructor who finds evidence of cheating, plagiarism, or other wrongful behavior that violates the University of North Florida Academic Integrity Code to take appropriate action. Possible action includes, but is not limited to, failing the student on the work in question, failing the student for the course, notifying the appropriate academic dean or Vice President for Student Affairs, and requesting additional action be taken.

The consequences of a breach of academic integrity may result in an F, which is unforgivable, regardless of withdrawal status. To view the Student Handbook, [click here](#).

To ensure equity in the grading process, I make every effort to catch students who are being dishonest. To date, I have had to fail at least one student per semester due to plagiarizing another's work. I would love to change this statement next semester, so please do not plagiarize or cheat. Odds are I will catch you.

Disabilities: Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their coursework must first register with the UNF Disability Resource Center (DRC) located in Building 10, Room 1201. DRC staff members work with students to obtain required documentation of disability and to identify appropriate accommodations as required by applicable disability laws including the Americans with Disabilities Act (ADA). After receiving all necessary documentation, the DRC staff determines whether a student qualifies for services with the DRC and if so, the accommodations the student requires will be provided. DRC staff then prepares a letter for the student to provide faculty advising them of approved accommodations. Military and veteran students who return from combat exposure may be utilizing the post 9/11 GI bill to continue postsecondary education goals. For further information, contact the DRC by phone (904) 620-2769, email (kwebb@unf.edu), or visit the DRC website (<http://www.unf.edu/dept/disabled-services>).

Military and veteran students may need both physical and academic accommodations. Contact Cindy Alderson, Director of Military and Veterans' Resource Center by phone (904) 620-2655, email cindy.alderson@unf.edu.

Obligations – I expect you to arrive to class on time and prepared. On time means that you are seated at 6:00 p.m. Prepared means to make sure you have completed the readings before class. If you have any questions or concerns, please let me know. I will make myself available to help you outside of class if necessary.

Formatting: The standard for all assignments is Times New Roman font, size 12-point, single-spaced, and margins of 1" on all sides. Students must cite works properly and consistently, using the American Psychological Association (APA) style (<http://www.apastyle.org/index.html>). *All work that is borrowed directly, paraphrased, or alluded to must be properly cited.* Plagiarism – borrowing any idea, theory, information, or facts that are not common knowledge without acknowledging the source – is a very serious offence and will be detected. The academic honor code applies under all conditions.

Grades: Grades will be calculated according to the following breakdown:

Grade	Points
A	>940
A-	900-939
B+	870-899
B	840-869
B-	800-839
C+	770-799
C	720-769
D	600-719
F	<600

To calculate your grade, add up the points on each assignment, and then match that number with the corresponding letter grade.

Academic Resources: As a student in this program, you have the privilege of accessing an abundance of credible academic resources and popular media, including an array of academic publications through the library and numerous magazines and newspapers. Your colleagues and the instructor expect that you will be well informed on current events and will reference your work with reputable publications. Although Wikipedia may be a convenient starting point for your work, it is not an acceptable source of credible information.

Department of Political Science and Public Administration website: Students are strongly encouraged to visit the public administration department's website for information: <http://www.unf.edu/coas/polsci-pubadmin/>.

For information on the many career options available to Political Science and Public Administration majors, go to *What Can You Do with a Political Science and Public Administration Major* at: <http://www.unf.edu/dept/cdc/majors/politicalscience.html>

Course Requirements and Grading

Class Participation – 25% (250 points)

The more you participate, the more engaging and interesting the class will be. Your opinions and experiences matter so please share with the class. As a result, attendance is mandatory. Class discussion suffers in your absence and so does your participation grade. Students' participation grades will be reduced for absences from class (tardiness to class and early departure will also lead to reduced participation grades).

See the Participation Rubric below for more information on how this portion of the grade is calculated. *Please be professional and do not miss more than one class.*

Five Issue Briefs – 50% (500 points, 100 each brief)

Students will write and submit five Memorandums (Memo). The topics for the memos align with the course topics. In the syllabus, there are "Memo" assignments which follow the reading lists. The assignment is to read

the week's readings, do additional research (if needed) and respond to the question outlined in the Memo assignment.

Style & Audience: The Issue Brief should be organized as a professional, formal memorandum to a board of directors or the executive staff of a nonprofit organization. Issue briefs should be well-organized, clear, and succinct. The audience for the issue brief can be fictional or real, but the content must make sense and be appropriate. Ideally, you can frame these assignments based on your current work environment or the organization where you hope to apply.¹

Format and Length: This is a professional program, thus professional presentation and language use is expected. Grades will reflect content, analysis, presentation, grammar and language use. All written assignments must be fully referenced and include appropriate in-text citations and a full bibliography. Issue briefs should be no more than five pages long, single-spaced (or 1.5 space) text with double spaces between paragraphs. Use subheadings and organizing sentences to guide the reader. **DO NOT USE PASSIVE VOICE** – attribute all actions to an actor.

Students will submit FIVE Memos. Memos are due at the start of class, on the same day that the topic will be discussed. Only one Memo can be handed in per week and must be submitted in hard copy. **There are absolutely no exceptions to the submission requirements.**

See Memo Rubric below for more information on how this portion of your grade is calculated.

Issue Brief Presentations – 25% (250 points; 50 points each)

Students should be ready to present their briefs to the class. This does NOT mean reading them word for word out loud. Students should summarize the brief, as if they were presenting it to the Board of Directors, and not all members had a chance to read it. The use of technology is available (i.e. PowerPoint, Twitter, Facebook, etc.).

Each presentation should last no longer than five minutes. Questions from fellow students are strongly encouraged! Remember, this is to be done in a professional manner.

See Presentation rubric below.

¹ If you are working for a nonprofit agency during this semester, I strongly recommend that you discuss the topics with them beforehand and select those that they will find useful. Be sure to share your recommendations with them once completed.

COURSE SCHEDULE
(subject to change)

1.10.11

WEEK 1: Introduction

What are Nonprofit Organizations (NPOs)? How do they differ from organizations in the private and public sectors? What is the scope on the nonprofit sector?

Salamon, L. M. (1998). Nonprofit Organizations: America's invisible sector. *Issues of Democracy* 3(1).

Fletcher, K. (2005). The Impact of Receiving a Master's Degree in Nonprofit Management on Graduates' Professional Lives. *Nonprofit & Voluntary Sector Quarterly*, 34(4), 433-447.

Boris, E. (1998). Myths about the Nonprofit Sector. Available at:
<http://www.urban.org/url.cfm?ID=307554&renderforprint=1> (4 pages).

Also please browse the website of Independent Sector (<http://www.independentsector.org/>) and scan Herman, Chapter 1: Hall. Historical Perspectives on Nonprofit Organizations in the United States, 3-31.

1.17.11 Martin Luther King Day – NO CLASS

WEEK 2: Defining the Nonprofit Sector

[While the class will not be meeting tonight, please still complete the readings for this week to give yourself a base from which to build the rest of the course information from. Some of this information will have been covered in the 1/10/2011 lecture; some in the 1.24.2011 lecture. These readings will be incorporated into group and class discussion.]

What is the nonprofit sector? How is it distinct? What are the unique constraints that shape the organization and operation of nonprofits? What challenges does the nonprofit sector face given these differences? How do these particularities play out in nonprofit management and administration?

Herman, Chapter 2: Hopkins and Gross, Legal Framework of the Nonprofit Sector in the United States, 42-76.

Herman, Chapter 3: Salamon, The Changing Context of Nonprofit Leadership and Management, 77-97.

Himmelstein, J. L. (1993). The place and meaning of the nonprofit sector. *Qualitative Sociology* 16(3), 319-329.

Dees, J. G., & Anderson, B. B. (2003). Sector-bending: Blurring lines between nonprofit and for-profit. *Society*, 40(4):16-27.

1.24.11

WEEK 3: Mission

Why is the mission so important to nonprofit organizations? What should be included in a nonprofit mission statement, the by-laws, and Articles of Incorporation? How do written documents set the agenda for how a nonprofit operates? What roles do codified laws and procedures play in an organization?

Jones, M. (2007). The Multiple Sources of Mission Drift. *Nonprofit and Voluntary Sector Quarterly*, 36: 299-307.

McDonald, R. (2007). An Investigation of Innovation in Nonprofit Organizations: The Role of Organizational Mission. *Nonprofit and Voluntary Sector Quarterly*, 36: 256-281.

Minkoff, D. and Powell, W. (2006). Nonprofit Mission: Constancy, Responsiveness, or Deflection? Chapter 25 in Powell and Steinberg (eds) *The Nonprofit Sector: A Research Handbook*. New Haven: Yale University Press, 591-9611.

Moore, M. (2000). Managing for Value: Organizational Strategy in For-Profit, Nonprofit, and Governmental Organizations. *Nonprofit and Voluntary Sector Quarterly* 29:183-208.

Memo #1: Mission

Your organization is seeking to update its mission statement. You have been asked by the Board of Directors to discuss the challenges and benefits to altering the mission statement (e.g. making it narrower, broader, or simply revising some of the language). Present a selection of mission statements from other organizations to illustrate your arguments about the challenges of setting a mission statement. Conclude your issue brief with a recommendation for a way forward for your organization.

1.31.11

WEEK 4: Boards and Governance

What is the role of the board in nonprofits? How should boards be selected? What makes a good board? How should leadership, authority, and expertise be distributed among the board?

Herman, Chapter 5: Renz, Leadership, Governance, and the Work of the Board, 125-154.

Miller, J. (2002). The Board as a Monitor of Organizational Activity: The Application of Agency Theory to Nonprofit Boards. *Nonprofit Management and Leadership*, 12(4), 429-450.

Smith, Bucklin & Associates, Inc. (2000): Working Together: Maximizing Board and Staff Effectiveness. In *The Complete Guide to Nonprofit Management*, 2nd ed. New York: Wiley and Sons. Chapter 2, 27-54.

Brudney, J. (2001). Board of Directors: Strategic Vision. In Connors (Ed) *The Nonprofit Handbook*, 3rd ed. New York: Wiley and Sons. Chapter 30, 684-704.

Memo #2: Board roles and responsibilities

You are asked to design your organization's board member orientation plan, in order to explain trustee responsibilities to new board members. Please answer the following questions: (1) What are board members legally required to do? (2) What additional "best practices" should board members try to accomplish to meet public expectations? (3) Why is there disagreement about the proper activities of board members, and should your organization care? (4) How do boards resolve the disagreements?

2.7.11

WEEK 5: Leadership and Authority: Executive Direction

What is the goal of nonprofit leadership? What are some of the challenges the nonprofit sector faces in terms of leadership? What are the characteristics of a good nonprofit executive director? What jobs should they take on? Which jobs should they delegate? How should the director be selected and compensated?

Herman, Chapter 6: Herman, Executive Leadership, 157-175.

King, Nancy. (2004). Social Capital and Nonprofit Leaders *Nonprofit Management and Leadership* 14, 4, 471-486.

Schmid, Hillel. (2006). Leadership Styles and Leadership Changes in Human and Community Service Organizations. *Nonprofit Management and Leadership* 17, 2, 179.

Jaskyte, K. (2004). Transformational Leadership, Organizational Culture, and Innovativeness in Nonprofit Organizations. *Nonprofit Management & Leadership*, 15(2), 153-168.

Memo #3

The Board has asked what you think you can do better to manage and lead the organization. They noted they are happy with your work, but want to make sure that you continue to think outside the box and remain ready to face external challenges.

2.14.11

WEEK 6: Management and Strategic Planning

What is strategic management? When would nonprofit organizations use it and why? Why is it important for nonprofit organizations?

Herman, Chapter 8: Brown, Strategic Management, 206-227.

Herman, Chapter 9: Bryson, Strategic Planning and the Strategic Change Cycle, 230-258.

Drucker, P. (1980). Managing for Performance: How to Define it; How to Measure it. Part 3 in *Managing the Nonprofit Organization: Principles and Practices*. New York: Harper Collins.

Suarez, D. (2010). Street Credentials and Management Backgrounds: Careers of Nonprofit Executives in an Evolving Sector. *Nonprofit and Voluntary Sector Quarterly*, 39: 696-716.

Memo #4: Commercial activity

Your nonprofit organization is facing a financial challenge from the decrease in contributions do to the economic downturn. The board wants you to present them with some options as to the direction the organization should go in to remain viable. Write a memo briefly describing the current situation, how strategic management can help, and the process involved.

2.21.11

WEEK 7: Nonprofit Finances

What are the sources of financial resources for nonprofits? What are the financial challenges facing today's nonprofits? How do today's nonprofits survive financially in an ever changing, increasingly skeptical and questionable environment?

Herman, Chapter 17: Bell, Financial Leadership in Nonprofit Organizations, 461-481.

Herman, Chapter 18: Young, Nonprofit Finance: Developing Nonprofit Resources, 482-503.

Herman, Chapter 19: Fogal, Designing and Managing the Fundraising Program, 505-522.

Herman, Chapter 22: Young, Financial Management and Accounting. 580-639.

Review the following:

Formal Nonprofit financial accountability

IRS Forms, "Charities & Nonprofits" Resources: <http://www.irs.gov/charities/index.html>

Look over the following sites:

- Form 990 series: <http://www.irs.gov/charities/article/0,,id=184445,00.html>
- Applying for 501(c)(3) status brochure, <http://www.irs.gov/pub/irs-pdf/p4220.pdf>
- FAQ Public Disclosure Requirements: http://www.irs.gov/pub/irs-tege/091110_eo_publicdisclosure_faqs.pdf
- IRS Exemption Forms. <http://www.irs.gov/charities/charitable/article/0,,id=123056,00.html>

Memo #5

The Board is worried that the current economic situation is going to have a negative impact on the organization. They have asked you to draw up a memo identifying different possible funding sources and what some of the pros and cons are of each. They also want you to provide them with a brief overview on how the organization manages its finance, just to make sure that the process is current and they will not have to worry about that two is funding sources grow scarce.

2.28.11

WEEK 8: Human Resources in NPOs

What types of staff are important for nonprofit function? What distinct incentive systems are involved in nonprofit employment? How should employees be compensated? How is nonprofit work culture different than business or government?

http://www.mapnp.org/library/hr_mgmt/hr_mgmt.htm

http://www.mncn.org/info/basic_hr.htm#Personnel%20Policies

Herman, Chapter 24: Watson and Abzug, Finding the Ones You Want, Keeping the Ones You Find: Recruitment and Retention in Nonprofit Organizations, 669-705.

Herman, Chapter 25: Nancy Day, Total Rewards Programs in Nonprofit Organizations, 709-751.

Halpern, R. P. (2006). *Workforce issues in the nonprofit sector: Generational leadership change and diversity*. Kansas City, MO: American Humanics. (Print 2-13)

Leete, L. (2000). Wage Equity and Employee Motivation in Nonprofit and For-Profit Organizations. *Journal of Economic Behavior & Organization*, 43: 423-446.

Memo #6

Your organization is starting up a new program. The Board has asked you to inform them as to the process of creating a new position and the issues that should be taken into account while in the hiring process (from the description of the position through the interviewing process) of finding a person to fill it.

3.7.11

WEEK 9: Managing Volunteers

Why do people volunteer? How can nonprofit managers increase the number of volunteers their organizations have? Why do volunteers continue to volunteer? Why do they stop volunteering? How can you effectively manage 'free labor'?

Herman, Chapter 26: Jeff Brudney, Designing and Managing Volunteer Programs, 753789.

Herman (2nd ed.), Chapter 22: Stephen McCurley, Keeping the Community Involved: Recruiting and Retaining Volunteers, 587-622. (Available on Blackboard)

Herman (2nd ed), Chapter 25: Nancy Macduff, Principles of Training Volunteers and Employees, 310-344. (Available on Blackboard)

Martinez, J. M. (2003). Liability and Volunteer Organizations A Survey of the Law. *Nonprofit Management & Leadership*, 14(2), 151-169.

Issue Brief #7: Staff / Volunteer Relations

Studies of volunteer management document a small but persistent level of friction between staff and volunteers as they work together. What causes this friction? How can an organization minimize staff and volunteer conflicts? What do you need to understand about the similarities and differences in how paid staff and volunteers are managed (recruited, supervised, motivated, compensated, evaluated) to answer this question?

3.21.11

Spring Break

Kick back, relax, and enjoy (or spend some time volunteering at a local nonprofit).

3.21.11

WEEK 10: Accountability

How do we ensure accountability in nonprofit organizations? Who measures performance and how? What is accountability? What types of accountability structures fit best in the nonprofit sector? How are power and authority distributed differently in nonprofit organizations? What is the role of the client in a nonprofit organization? Do the special clientele of nonprofits require special mechanisms for accountability? Do nonprofits have different ethical standards? Should they? How can nonprofits measure effectiveness in light of client preferences?

Herman, Chapter 4: Ebrahim, The Many Faces of Nonprofit Accountability, 101-118.

Alexander, et al. (2010) (6 pages) Accountability and Performance Measurement: The Evolving Role of Nonprofits in the Hollow State. *Nonprofit and Voluntary Sector Quarterly*, 39: 565-570.

Candler, G. and Dumont, G. (2010). A Nonprofit Accountability Framework. *Canadian Public Administration*, 53(2): 259-279.

Dumont, G. (2010). Nonprofits and Virtual Accountability: Existing between pre-internet and Web 2.0. ARNOVA conference paper/ under submission for publication.

Koppell, J. (2005). Pathologies of Accountability: ICANN and the Challenge of Multiple Accountability Disorder (MAD). *Public Administration Review*, 65(1): 94-108.

Issue Brief #8: Accountability and Transparency - Dissecting a Nonprofit “Tax Return”

Review the 990 forms (preferably for multiple years) for a nonprofit of your choice (www.guidestar.org). Is this organization reporting accurately and appropriately? Can you make any recommendations to improve the clarity and transparency of this organization’s financial reporting? Will any of your recommendations be addressed through the proposed IRS revisions?

Issue Brief # 9: Virtual Accountability

Review a nonprofit organization’s Web site. How well is the organization using its Web site to promote transparency? Does it provide information for its different stakeholders? What information should be available on its Web site? What recommendations would you provide the organization to improve its Web site?

3.28.11

WEEK 11: Marketing and Communication

What is the responsibility of a nonprofit to the community? What is marketing in nonprofit organizations, and how does it differ from organizations in the other two sectors? What is the role of public relations in a nonprofit organization? How do nonprofits deal with environmental challenges?

Herman, Chapter 11: Gainer: Marketing for Nonprofit Managers, 301-327.

Herman, Chapter 12: Bonk. Strategic Communications, 329-346.

Social Marketing Institute Conference Report: Nonprofit Marketing Summit Conference, Tampa, Florida, March 16-17, 2000.

Wirth, E. (2001). Strategic Media Relations. In Connors (Ed) *The Nonprofit Handbook*, 3rd ed. New York: Wiley and Sons. Chapter 12, 244-250.

Issue Brief #10: Nonprofit Marketing

Your board asks you to write them a memo describing the range of nonprofit marketing tools and resources. How is nonprofit marketing different from commercial marketing? How can your organization expand its marketing activities?

4.4.11

WEEK 12: Outcome Assessment/Organizational Effectiveness

What is the difference between organizational outputs and organizational outcomes? Why is organizational outcomes and effective so hard to measure? What approaches can you take? How do effectiveness measures differ between sectors? Is it possible to provide 'hard numbers' to nonprofit outcomes?

Herman, Chapter 15: Thomas: Outcome Assessment and Program Evaluation, 401-429.

Herman, Chapter 16: Murray: Evaluating the Effectiveness of Nonprofit organizations, 431-456.

Herman, R. D., & Renz, D. O. (2008). Advancing nonprofit organizational effectiveness research and theory: Nine theses. *Nonprofit Management & Leadership*, 18(4), 399-415.

LeRoux, K. and Wright, N. (2010). Does Performance measurement Improve Strategic Decision Making? Findings from a National Survey of Nonprofit Social Service Agencies. *Nonprofit and Voluntary Sector Quarterly*, 39(4):571-587.

Issue Brief #11: The effectiveness dilemma

(1) A number of authors in the Herman textbook or other class readings (Salamon, Jeavons, Herman and Renz, etc.) discuss the notion of nonprofit accountability. They acknowledge that demonstrating organizational effectiveness sometimes is a difficult task in the nonprofit sector. What makes it difficult? Be specific in your answer, and be sure to address both the WHO and the WHAT issues (i.e., accountability to whom and accountability for what?). How and to what extent can each nonprofit resolve the dilemma of demonstrating accountability?

4.11.11

WEEK 13: Nonprofit Partnerships

What considerations should there be when working with government? How do nonprofits receive government contracts? What is the relationship between nonprofits and local and national government? What political restrictions are placed on nonprofits? How do nonprofits represent third party government?

Herman, Chapter 14: Yankey and Willen, Collaboration and Strategic Alliances, 375-397.

Herman, Chapter 21: Smith, Managing the Challenges of Government Contracts. Page 553-576.

The Aspen Institute. March 2007. Nonprofit Sector Research Fund. March 2007: Nonprofits as Contractors for Local Governments. (Pages 1-4)

The Aspen Institute. Nonprofit Sector Research Fund. (2001). Working Together: Nonprofit Collaborations, Alliances, and Integrations Improve Performance and Advance Mission pp. 1-3.

Guo, Chao. (2007). When Government Becomes the Principal Philanthropist: The Effect of Public Funding on Patterns of Nonprofit Governance. *Public Administration Review* 67, 3:458.

Issue Brief #12: Public-private partnerships

Your organization is hoping to bolster its relationship with the state government as a means to increase services to clients and generate funds to hire more professional staff. Compose a memo to your Board of Directors outlining the costs and benefits of nonprofit organizations providing services on behalf of state governments (e.g contracts or grants). What can your organization hope to gain from these new contracts or grants? What are the challenges or dangers of taking this approach?

4.18.11

WEEK 14: Legal Issues & Ethics in NPOs

Are ethics important for nonprofit managers? Why? How are ethical behavior and accountability reforms affecting the nonprofit sector? How involved can nonprofit organizations be in political affairs?

Herman, Chapter 7: Jeavons, Ethical Nonprofit Management , 178-203.

Mead, J. (2008). Confidence in the Nonprofit Sector through Sarbanes-Oxley-Style Reforms. *Michigan Law Review*, 106(5), 881-900.

Independent Sector (2007). Principles for Good Governance and Ethics Practices. Available at:

http://www.independentsector.org/uploads/Accountability_Documents/Principles_for_Good_Governance_and_Ethical_Practice.pdf

Malloy, D. C. and J. Agarwal (2001). Ethical Climate in Nonprofit Organizations: Propositions and Implications. *Nonprofit Management and Leadership*, 12(1), 39-54.

Applying for nonprofit status

Browse:

IRS (2006). Compliance Guide for 501(c)(3) Public Charities. Available at: <http://www.irs.gov/pub/irs-pdf/p4221pc.pdf>

Lifecycle of a public charity: <http://www.irs.gov/charities/charitable/article/0,,id=122670,00.html>

Forming a nonprofit: <http://www.citmedialaw.org/legal-guide/forming-nonprofit-corporation>

Forming a nonprofit in FL: <http://www.citmedialaw.org/legal-guide/florida/forming-nonprofit-corporation-florida>

Issue Brief #13: Keeping Status

Your Board has noticed that some nonprofits were losing their 501(c)(3) tax exempt status. Concerned over this, they want you to inform them what the organization legally needs to do (actions, forms, disclosure etc.) to make sure that the organization does not lose its status. Write a memo addressing two to three of the topics you feel are the most important for them to know regarding upholding the intent of the law and how it aligns with the organization's ethical obligations.

4.25.11

WEEK 15: Future of the Nonprofit Sector

What issues do managers of nonprofit organizations face in the future? Will reforms make it easier or more difficult to manage NPOs? Will the sector continue to grow? What will be the relationship between NPOs and government? What will be the relationship between NPOs and citizens? Will NPOs play a new roll in the US?

Herman, Conclusion: The Future of Nonprofit Management, 794-803.

The Future of Leadership In the Nonprofit Sector:

http://www.tsne.org/site/c.ghLUK3PCLoF/b.2735765/k.157/Articles__Future_of_Nonprofit_Leadership.htm

Nonprofit Management Websites:

Association for Research in Nonprofit Organizations and Voluntary Action (ARNOVA):

<http://www.arnova.org/>

Independent Sector: www.independentsector.org

GuideStar: www.guidestar.org

The Internet Nonprofit Center: www.nonprofits.org

The Foundation Center: www.foundationcenter.org

American Religion Data Archive: www.thearda.com

Energize, especially for leaders of nonprofits: www.energizeinc.com

One stop shopping for volunteers, job seekers, etc: www.idealists.org

Nonprofit Journals/ Publications

The Nonprofit Quarterly

Voluntas: International Journal of Voluntary and Nonprofit Organizations

Nonprofit and Voluntary Sector Quarterly

International Journal of Nonprofit and Voluntary Sector Marketing

Nonprofit Management and Leadership

The NonProfit Times

The Chronicle of Philanthropy

Stanford Social Innovation Review

Advances in Nonprofit Marketing

Participation Rubric

Grade of A (225-250 points) = Exceeds expectations

This student:

- 1) Consistently raises questions and makes comments that illustrate complete to near-complete mastery of course concepts
- 2) Consistently uses course materials to answer questions raised by professor and colleagues
- 3) Completes all in-class/take-home assignments
- 4) Makes links between current and past course material and concepts and shows consistent evidence of reading and comprehending course material prior to class meeting
- 5) Holds an exceptional record of attendance

Grade of B (200-224 points) = Meets expectation

This student:

- 1) Consistently raises questions and makes comments that illustrate partial mastery of course concepts
- 2) Completes all in-class or take-home assignments
- 3) Sometimes uses course material to answer questions raised by professor and colleagues
- 4) Shows consistent evidence of reading course materials prior to class meeting
- 5) Holds a good record of attendance

Grade of C (175-199 points) = Comes close to meeting expectations

This student:

- 1) Raises questions and makes comments that illustrate partial mastery of course concepts but inconsistently and with less frequency.
- 2) Completes most in-class or take-home assignments
- 3) Sometimes uses course material to answer questions raised by professor and colleagues
- 4) Shows consistent evidence of reading course materials prior to class meeting.
- 5) Holds a good record of attendance

Grade of D (150-174 points) = Does not meet expectations

This student:

- 1) Rarely raises questions or makes comments that illustrate mastery of course concepts
- 2) Makes comments but that do not clearly relate to course materials
- 3) Completes some in-class or take-home assignments
- 4) Shows inconsistent evidence of reading course materials prior to class meetings
- 5) Holds an average record of attendance

Grade of F (<150 points) = Far from meeting expectations

This student:

- 1) Does not raise questions or make comments that illustrate mastery of course concepts
- 2) Does not engage in class discussions
- 3) Shows little or no evidence of reading course materials prior to class meetings
- 4) Completes few in-class or take-home assignments
- 5) Holds a below-average record of attendance

Grading Criteria for Memos

A consistent grading schema will be used, with the points available for the various assignments apportioned among a number of criteria. These will include the following (and are further elaborated below):

- Identify the issue/state the question (10 points)
 - Get facts right/ demonstrate an understanding of literature (30 points)
 - Write professionally (formatting the brief correctly is included here) (20 points)
 - Cite sources in text and works cited section, correctly (20 points)
 - Logical, coherent, balanced argument (10 points)
 - Follow Directions (10 points)
-

- **Identify the issue**/state the question, main theme, etc.
 - Avoid the 'mystery novel' approach to professional writing. Tell your reader in the first paragraph, if not the first line, what the paper seeks to do. Do this as clearly as possible, with a "This brief will..." statement, if necessary.
- **Get facts right**
 - Self-explanatory. Note that the likelihood of misinterpreting what you've read (or falling for a particularly biased, distorted take on an issue) is inversely related to the amount of research that you do.
- **Write professionally**
 - Self-explanatory.
 - Write for an informed lay person *on the street*, rather than for experts, idiots, or your class teacher.
 - Use quotations sparingly. This is meant to be a paper by you, not a collection of selected quotes that you thought were especially relevant to the topic.
 - Use a professional tone. Don't force it. **Some pet hates (this WILL lose you points!!!!):**
 - Don't use contractions (e.g. don't).
 - Avoid rhetorical questions (e.g. Why is this the case?).
 - Avoid singular/plural inconsistency (e.g. The student lost points for singular/plural consistency in their paper).
- **Cite sources correctly, in text and in the bibliography**
 - Use American Psychological Association (APA). Key points:
 - Sources must be retrievable. Given the in-text citation, your reader should be able to go directly to the appropriate full citation in your list of works cited (or bibliography), and from this to the page (though this is sometimes tricky with web sites) of the document from which you got the information.
 - This means that if you cite something as (Smith 2000) in the narrative, the source should be listed alphabetically under Smith in the list of works cited.
 - **Do not cite urls in text.**
 - Note that you must have a proper list of works cited.
 - Everything cited in text must be in this list of works cited; anything not cited in text should not be in this list of works cited.

- Bibliographic references should be informative on their own. Listing a url is not enough, as your reader should be able to get some idea where the information is from, so that s/he does not have to go to the source to get some idea of credibility.
 - You don't need a quotation in order to include a citation.
 - Be spare in referring to sources in text. For instance, do write 'Perry (1996) argues...' Do not write, 'James L. Perry, in his chapter titled 'Effective enterprises, effective administrators' in his 1996 book *Handbook of Public Administration*, argues...' In many newspaper articles, government reports, and in popularized academic stuff (like a textbook, for instance), you may see examples like the one that I ask you not to use. But more analytical work doesn't typically do this, and I want you to practice this usage.
 - Don't cite a single source consecutively in a paragraph. Every sentence does not need to be supported. You can summarize extended passages of a source in a paragraph in your paper, then cite the source once at the end, indicating the pages from which it came, e.g.: (Perry 1996: 739-45).
 - Include the in-text citation in the sentence it is a part of. Like this: *the world is round (Columbus 1492)*. Not like this: *the world is round. (Columbus 1492)* or like this: *the world is round. (Columbus 1492)*.
 - Don't include the in-text citation in quotation marks. Like this: "The world is round" (Columbus 1492). Not like this: "The world is round (Columbus 1492)," and certainly not like this: "The world is round. (Columbus 1492)"
 - When citing, always let the reader know the year the piece you are referring to was published.
 - Note, again, the admonishment against plagiarism, and consult UIC's Academic Honesty Policy. If you are caught plagiarizing, you will fail the assignment, and possibly the class!
- **Logical, coherent, balanced argument**
 - Your argument should have logical structure, and be easy to follow.
 - **Follow Directions**
 - Follow directions.

Presentation Rubric

Presentation grading will be based off the following criteria:

- Speech (20 points)
 - Clear and understandable
 - Not too fast or slow
 - Minimum oral 'ticks' (i.e. um)

- Effective Presentation (30 points)
 - 'Selling' the idea/ proposal
 - Presence in room
 - Designed for the audience
 - Confidence

- Understanding of Facts (40 points)
 - Knows the material/ topic at hand
 - Links the material to real world application
 - Explains materials well

- Address Questions (10 points)
 - Clearly answers questions
 - Asks for clarification, if needed
 - Eye contact