Virginia Commonwealth University
School of Government and Public Affairs
Nonprofit Enterprise Institute

<u>Syllabus</u>[1]

PADM 650, Principles of Nonprofit Management
Fall Semester 2007

<u>Instructor</u>:   Nancy Stutts, Ph.D.
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<u>Class Location and Time</u>: 5:30-8: 10 PM, Mondays, Grace & Holy Trinity Church

<u>Course Description</u>:   This course will explore the role and nature of the independent sector and its contributions to American society with a focus on communities and organizations. Community and voluntary organizations include a wide array of institutional structures and the independent sector now employs 10 percent of the U.S. workforce. Through theory and practice, students will gain an understanding of the sector, its challenges and its opportunities as well as how to think about building community and leading change.

<u>Course Format</u>: The course will be structured as a seminar, with students leading classroom discussions of readings. Periodically, guest speakers may be invited by the instructor or students to address the class.

<u>Course Objectives:</u>
To discover through the integration of theory and practice:

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[1] Please Note: This syllabus is subject to change during the semester. Guest speaker availability, instructor travel, and student academic needs are all possible reasons for making adjustments to this published schedule. If you have concerns about the syllabus please speak with Dr. Stutts.

1. The context in which the nonprofit sector operates and its relationship to organizational mission.
2. The breadth and depth of the independent sector.
3. The nonprofit sector's relationship to the government and for-profit sectors.
4. The role of nonprofits and donors in our community and national lives.
5. Concepts of management, organizational performance and ethical behavior.
6. Concepts of leadership and change.
7. Concepts of service v. social change.

Class Format:
The class will be structured as a seminar, which means students will take turns leading the week's discussion of readings. Students are expected to come to class thoroughly prepared (i.e. having read and noted discussion points, disagreements with or questions about the assigned material) and to participate in discussions at a level fitting a graduate academic environment.

Each discussion leader will bring:
- A brief outline of readings, noting the most important points;
- Questions to generate discussion; and
- One additional **academic** case study or article to read in advance sent to the class members by the Wednesday preceding class (or distributed by previous class if hard copy).

Sources for additional readings:
1. Case studies: The Teaching Resource Center site at University of San Francisco's Institute for Nonprofit Organizational Management: http://www.inom-trc.org/TRC/main.
2. VCU library e-journals—Nonprofit and Voluntary Sector Quarterly, Stanford Social Innovation Review, Nonprofit Leadership and Management, other

You are welcome to invite a guest speaker from the field we are discussing or let the instructor know if you have creative ideas for the class format when you are the discussion leader.

<u>Required Texts</u>:

Herman, R.D. & Associates (2005, 2nd Ed.). The Jossey-Bass Handbook of <u>Nonprofit Leadership and Management.</u> San Francisco: Jossey-Bass.

Letts, C.W., W.P. Ryan & A. Grossman (1999). <u>High performance nonprofit organizations: Managing upstream for greater impact.</u> NY: Wiley.

All other readings will be available as handouts, through the VCU Library course reserves (designated as ®) or via email.

Become familiar with the Internet-based resource for local nonprofits, **http://www.connectrichmond.org**.

Issue Briefs: Group projects (see PolicyOptions.org)

A major portion of your learning will emerge from your group work developing issue briefs. The goal of the issue brief is to help an individual, organization or community make informed decisions. The issue brief addresses eight elements:

1. goal statement
2. scope of problem
3. past policy
4. current policy
5. policy options or model programs
6. key individuals/organizations
7. glossary of terms
8. bibliography

The central feature of the PolicyOption Issue Brief is the section on policy options (or model programs), which bring together the "best thinking" on each issue. This is accomplished by identifying and analyzing relevant solutions worldwide. These policy options or model programs are presented in a simple framework called a decision or planning tree. The planning tree format enables the reader to consider the range of different options for meeting any particular goal. They can then decide if they want to replicate a program that has worked elsewhere, or if they want to create their own program by combining elements of different solutions.

There are four steps in the development of an issue brief. These are, in order: *Outline; Development; Planning Tree;* and *Verification*; these products will be due in four stages to the instructor and sponsoring agency.

Review:

http://www.policyoptions.org/ContentPlan/Howwilltheinformationbec/GuideforresearchingPolic.html

http://www.policyoptionswiki.org/index.php?title=Main_Page

http://www.policyoptions.org/AboutUs/MoreInformation/IntroducingPolicyOptions.html

http://www.policyoptions.org/images/policyoptionsorg.pdf

Course Requirements and Grading: This course requires regular attendance; reading and discussing the assigned text (10% participation); leading class discussions (10%); a midterm (25%) and final exam (25%); and a group issue brief (30%).

An important aspect of the issue brief grade is your individual performance rating submitted by the other members of your group. Grading standards for written assignments are outlined at the end of the syllabus. All graded assignments should be typed. Quantity is not specified—quality matters.

Due dates:
- Outline, September 24
- [Midterm, October 15]
- Development, October 21
- Planning Tree, November 12
- Send for verification, November 26
- [Final, December 3]
- Issue brief presentation, December 10

Note: Readings are subject to change

27 AUG   <u>Introduction</u>. The class will begin with a review of the syllabus, textbooks, and the instructor's and students' expectations. We will assign discussion leader dates, discuss working in groups and review issue brief proposals. The final 30-45 minutes of class will be devoted to work-group meetings to review the outline based on the proposals, assign immediate tasks and develop a schedule for the next two weeks.

3 SEPT   Labor Day-VCU closed

10 SEP   Salamon, L. (2001) Scope & Structure: The Anatomy of America's Nonprofit Sector. In Ott, S (Ed) The Nature of the Nonprofit Sector. pp.23-42. **(Handout)**
Hall, P.D. **[in Herman]** Historical perspectives on nonprofit organizations in the United States. 3-39.
VanTil, J. **[in Herman]** Nonprofit organizations and social institutions. 39-62.
Cohen, W.B. (2003). The European Comparison. In Friedman, L. & M. McGarvie (Eds.), Charity, Philanthropy and Civility in American History. Pp. 385-411. (**Handout**).

17 SEP   Guest Lecturer: Kristen Kaplan, MPA
Salamon, L.M. **[in Herman]** The Changing context of nonprofit management. 81-101.
Anheier, H. & N. Themudo. **[in Herman]** The Internalization of the nonprofit sector. 102-128.
Berger, P. & R. Neuhaus. (2001). To empower people: The role of mediating structures in public policy. In Ott, S (Ed) The Nature of the Nonprofit Sector. pp.23-42. **(Handout)**
Jeavons, T. **[in Herman]** Ethical nonprofit management 204-230.
Ciulla, J. (2004). The ethical challenges of nonprofit leaders. In Riggio, R. & S. Orr (Eds.). Improving Leadership in Nonprofit Organizations, pp. 63-75. **Handout**
Case study: Save the Babies
Case link: <u>http://www.inom-trc.org/data/PDF/cases/cs-0042.PDF</u>

24 SEP   **[Letts et. al]** Introduction. 1-8. **[Letts et. al]** Introduction. 1-8.

[Letts et. al] Chapter 1 Organizational performance: The hidden engine of social impact. 15-28.
[Letts et. al] Chapter 2 Cross-sector lessons on organizational capacity. 29-38.
 [Letts, et. al] Chapter 3 Quality Processes. 39-58.
Silk, T. **[in Herman]** The legal framework of the nonprofit sector in the United States. 63-80.
 Light, P. (2004). The spiral of sustainable excellence. The Nonprofit Quarterly (NPQ). **VCU LIBRARY**

ASSIGNMENT DUE: Issue Brief Outline

27 SEPT   *Esp. for Nonprofits Fall Conference at Capital One 8-1 (optional).*

1 OCT   McCambridge, R. (2004). Underestimating the Power of Nonprofit Governance. *Nonprofit and Voluntary Sector Quarterly, 6 2004; vol. 33: pp. 346 - 354.* **VCU LIBRARY**

Herman, R. & D. Heimovics. **[in Herman]** Executive leadership 153-170.
Letts, et. al Chapter 7 The nonprofit board: Creating a culture of performance. 131-144.
 Axelrod, N. **[in Herman]** Board leadership and development 131-152.
Powell, J.A. (2002). Does racism in Motion Have to Stay in Motion? Nonprofits as a Force in Structural Racism. *The Nonprofit Quarterly* 9:2, pp. 6-11. **VCU LIBRARY**
Dovidio, J.F. & S.L. Gaertner (2002) Color Blind or Just Plain Blind? *The Nonprofit Quarterly* 9:2, pp. 22-27. **VCU LIBRARY**
Warren, S. Rethinking assimilation: American Indians and the practice of Christianity 1800-1861, pp. 107-127. In Friedman **HANDOUT**
Possible case: Who's running the show? (TBD)

8 OCT
Letts et. al Chapter 6 Human resources. 107-128.
Bryson, J. **[in Herman]** The strategy change cycle. 171-203.
Yankey, J. & C.K. Willen **[in Herman]** Strategic alliances. 254-274.
Sorenson, G. (2004). Succession and its discontents: The perils and promise of change. Pp. 102-114. **Handout**
 Zald, M. (2004). Making Change: Why does the social sector need social movements? Stanford Social Innovation Review (SSIR) **VCU LIBRARY**
Senge, P. (1998) The Practice of Innovation, Leader to Leader, Number 9. Web link: http://www.pfdf.org/leaderbooks/L2L/summer98/senge.html

Sussman, C. (2003). Making Change: How to Build Adaptive Capacity (NPQ) **VCU LIBRARY**

15 OCT   **MIDTERM EXAM** (two hours). Your answers should include specific references to the assigned readings

22 OCT
Senge, P. (1999). The Dance of Change. pp. 3-33. **Handout**
Watson, M. & R. Abzug **[in Herman]** Finding the ones you want, keeping the ones you find: Recruitment and retention in nonprofit organizations. 623-659.
Brudney, J. **[in Herman]** Designing and managing volunteer programs. 310-344.
Macduff, N. **[in Herman]** Principles of training for volunteers and employees. 703-730.
Sidberry, T.B. (2002) Building Diversity in Organizations *The Nonprofit Quarterly* 9:2, pp. 28-33. **VCU LIBRARY**
Possible case: Executive Hiring Dilemma
ASSIGNMENT DUE: Development

29 OCT   **Letts, et. al** Chapter 9 Virtuous capital: Investing in performance. 169-189.
Day, N. **[in Herman]** Total rewards programs in nonprofit organizations. 660-702.
Murray, V. **[in Herman]** Evaluating the effectiveness of nonprofit organizations. 345-370.
Warwick, M. (2007). Guess who's socially irresponsible. Stanford Social Innovation Review. Vol. 5, Iss. 1; pg. 12, 2 pgs. **VCU LIBRARY**
Anthony, R. & D. Young. **[in Herman]** Financial accounting and financial management. 466-512.

5 NOV   Thomas, J. C. **[in Herman]** Outcome assessment and program evaluation. 391-416.
Stutts, N. How to Think About Evaluation (unpublished) **HANDOUT**
Letts et. al Benchmarking: An organizational process that links learning and results. 85-106.
Eisenberg, P. (2005). The Challenge of nonprofit accountability. Speech at Accountability Forum, Washington, DC. Link: http://www.supportcenteronline.org/eisenberg.php
The Urban Institute (2004). When it comes to standards of effectiveness, attitudes and practices diverge for many grant making foundations. Link: http://www.urban.org/publications/900700.html

12 NOV   ASSIGNMENT DUE: Planning briefs.

Fogal, R. **[in Herman]** Designing and managing the fundraising program. 419-435.

Heifetz, R., J.V. Kania, & M.R. Kramer (2004). Leading Boldly: Foundations can move past traditional approaches to create social change through imaginative – and even controversial – leadership. SSIR, pp. 21-31. **VCU LIBRARY**

Social entrepreneurship: http://www.ssireview.org/pdf/2006FA_feature_light.pdf **VCU LIBRARY**

Yankey, J. & C. Gainer, B. & M. Moyer **[in Herman]** Marketing for nonprofit managers. 277-309.

Sargeant, *A. &* J.B. Ford. (2007). The power of brands. Stanford Social Innovation Review. Vol. 5, Iss. 1; pg. 40, 8 pgs **VCU LIBRARY**

Reich, R. (2005). A failure of philanthropy. Stanford Social Innovation Review. **VCU LIBRARY**

19 NOV   **Letts, et. al** Chapter 10 Building a nonprofit agenda for performance. 193-202.

R Ryan, W.P., Saidel, J.R. & M.J. Bobowick (2003). Innovation and Inertia: Assessing the Prospects for Changing Nonprofit Governance Practices, *The Nonprofit Quarterly*, 10:3, and pp. 30-33. **VCU LIBRARY**

Massursky, C. **[in Herman]** Enterprise strategies for generating revenue. 436-465.

Froelich, K. (1999). Diversification of revenue strategies. Nonprofit and Voluntary Sector Quarterly. pp. 246-268. **VCU LIBRARY**

26 NOV   Herman, R. **[in Herman]** The future of nonprofit management. 731-736.

Hurley, T. & Carolyn W. Green, (2005). Knowledge management and the nonprofit industry: A within and between approach. Journal of Knowledge Management Practice. Link: **http://www.tlainc.com/articl79.htm**

Smucker, B. **[in Herman]** Nonprofit lobbying. 230-253.

Nelson, F., D.W Brady, A.C. Snibbe. (2007). Learn to love lobbying. Stanford Social Innovation Review. Stanford: Spring 2007. Vol. 5, Iss. 2; pg. 56, 8 pgs. **VCU LIBRARY**

Beasley, S., S. Bonini, L. Mendonca, & Jeremy Oppenheim (2007) A new era for business. SSIR **VCU LIBRARY** or online at http://www.ssireview.org/site/printer/a_new_era_for_business/

Other TBA

ASSIGNMENT: Send issue briefs for verification

3 DEC   FINAL PRESENTATIONS OF ISSUE BRIEFS

PADM 650, Principles of Nonprofit Management
Standards for Written Work (APA Style)

Nancy Stutts, PhD

A

"A" work is consistently superior. It commands attention on its own right, taking the assigned topic as an occasion for thoughtful development of a response. It shows a clear familiarity with the ideas and works for the course and uses them to present an individual insight or viewpoint with enough fullness and cogency to command readers' respect, if not their assent. "A" work is generally free of grammatical errors, and uses language clearly and with sophistication.

B

"B" work is good, meeting all the assignment's expectations with competence. While it may not have the subtlety or sophistication of "A" work, it provides a thoughtful response to the assignment. The structure and development of the "B" essay should also be competent, demonstrating the writer's ability to focus and integrate ideas.

C

"C" work is adequate. Often "C" work has only negative virtues--that is, it is not seriously flawed but has no striking insights either.

D

"D" work is clearly inadequate, failing to answer the question fully. Usually "D" work also demonstrates serious errors in grammar or usage.

What to Know and Do To Be Prepared for Emergencies at VCU

1. Sign up to receive VCU text messaging alerts (http://www.vcu.edu/alert/notify). Keep your information up-to-date.
2. Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.
3. Listen for and follow instructions from VCU or other designated authorities.
4. Know where to go for additional emergency information (http://www.vcu.edu/alert).
5. Know the emergency phone number for the VCU Police (828-1234). Report suspicious activities and objects.