

PAD 4144 Nonprofit Management



Mondays/Wednesdays 1:30 – 2:45

51/1102

CRN: 11726

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Office hours: Tuesdays and Wednesdays 3:00 – 5:30 PM, and by appointment.

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 understand the role nonprofit organizations have in American society and 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.
Measurement: Papers and participation
- Demonstrate knowledge of the principles of the rule of law and its effects on political relationships, actors, institutions and policy.
Measurement: Exams
- Analyze, synthesize, think critically, solve problems and make decisions.
Measurement: Group participation, papers, and exams
- Communicate and interact productively with a diverse and changing workforce and citizenry.
Measurement: Group participation

Department Learning Outcomes

- Possess writing skills needed to communicate clearly and effectively; convey information essential to the discipline in an orderly and understandable manner.
Measurement: Papers
- Demonstrate knowledge of American governance.
Measurement: Group participation, papers, and exams

Required Materials (all are eBooks and are available for free through the [UNF library](#)):

- Heyman, D. and Brenner, L. (2019) [Nonprofit Management 101](#), Hoboken, NJ: Wiley.
- Meehan, W and Jonkey, K (2018) [Engine of Impact](#), Stanford CA: Stanford Business Books.
- Libby, P (2017) [Cases in Nonprofit Management](#), Los Angeles: SAGE Publications.
- All other readings are available online through the UNF library or Canvas.

Professional Interactions:

Be respectful and professional when you communicate with me, especially through email. Use this general “professional rule” when you email anyone in a professional setting (anyone who is not your friend or family member). General Rule: Use a greeting and address the person with their formal name (based on education) and conclude with a closing and your full name. In a university setting, you should address your instructors as “Dr.” or “Professor” and then last name. You may call me “Dr. Dumont” or “Professor Dumont.” You should also always spell check, edit for grammar and punctuation, etc. I suggest you use these guidelines for all of your courses at UNF and other professional experiences. Additionally, your professors at UNF teach more than one course, so you must specify (either in the subject or the body of the email), which course your question is in regard to.

Course Format:

Each week consists of a lecture, small group discussion based on the case studies, and class discussion.

Quizzes: Each week will have a corresponding quiz. The quiz must be completed prior to the class in which the readings will be discussed. No exceptions.

Lectures: Lectures will be done in class and cover the highlights of the readings. Students need to have the readings completed *prior* to the lecture (which you would have already done to take the quiz). I will not review the readings, topic by topic, but I will expect you to know them. Just because I do not discuss something in the lecture, it does not mean that it is not important (there is not enough time to discuss everything that is important, nor do you want to listen to me re-hash the readings).

Discussion and Reflection: Each time the class meets there will be a general discussion about the material. Each week, students will break into groups to apply the material covered in the lecture and the readings to case studies. The class will then discuss each case together. Reflections on each week’s topic is written, in class, in the last 15 minutes of class on Wednesdays.

Paper: Each student will be required to write one paper (at least four FULL page and no longer than five pages).

The paper should have a *title*, be *double-spaced*, have *one-inch margins*, and *12-point font*. Students should cite all sources in a reference section and there should be embedded citations with the author’s last name, year of publication, and page number if you are using a direct quote. You **MUST** cite course materials.

Midterm and Final Exams: The midterm and final exams will be in short answer & essay format. Bring a blue (or green) book.

Course Requirements and Grading

Your grade in this course will consist of your performance on ten quizzes, two exams (a midterm and a final exam), one paper, and ten short reflection pieces. The following is a breakdown of how the grades will be determined:

| | | | |
|---------------------------|------|--------------|----------------------------------|
| Quizzes (10 pts each) | 20% | (100 points) | The grading scale is as follows: |
| Reflections (10 pts each) | 20% | (100 points) | |
| Midterm Exam | 20% | (100 points) | |
| Paper | 20% | (100 points) | |
| Final Exam | 20% | (100 points) | |
| | 100% | (500 points) | |

A >470; A- 450-469
 B+ 435-449; B 420-434; B- 400-419
 C+ 385-399; C 360-384
 D 300-359
 F < 300

To calculate your grade, simply add the total points earned to determine how many more points you need to get your desired grade.

Course Work (Readings are all linked through Canvas)

| Week | Date | Topic and Readings* | Due |
|--|------|--|----------------------------|
| Module 1: The Nonprofit Sector | | | (need to complete 10 each) |
| 1 | 1/6 | Introductions & Expectations | n/a |
| | 1/8 | The Nonprofit Sector <input type="checkbox"/> NPM, chpt 1 <input type="checkbox"/> CNM, chpt 1 | Quiz 1 |
| 2 | 1/13 | NP Sector Overview <input type="checkbox"/> 2019 State of the Sector in NEFL <input type="checkbox"/> Sector in Brief, US | Quiz 2 |
| | 1/15 | Careers in the NP Sector <input type="checkbox"/> NPM, chpt 2 | Quiz 3 |
| Module 2: Governing and Leading Nonprofit Organizations | | | |
| 3 | 1/20 | MKL Jr. Day | n/a |
| | 1/22 | Mission <input type="checkbox"/> EI, chpt 1 | Quiz 4 |
| 4 | 1/27 | Board Governance <input type="checkbox"/> EI, chpt 4 <input type="checkbox"/> NPM, chpt 30 <input type="checkbox"/> CNM, chpt 2 | Quiz 5 |
| | 1/29 | Case Studies <input type="checkbox"/> CNM: 2.1, 2.2, 2.3, 2.4 | Reflection 1 |
| 5 | 2/3 | Executive Leadership <input type="checkbox"/> EI, chpt 4 <input type="checkbox"/> NPM, chpt 4 <input type="checkbox"/> CNM, chpt 3 | Quiz 6 |
| | 2/5 | Case Studies <input type="checkbox"/> CNM: 3.1, 3.2, 3.3, 3.4 | Reflection 2 |
| 6 | 2/10 | Management and Strategy <input type="checkbox"/> EI, chpt 2 <input type="checkbox"/> NPM, Chpt 5 <input type="checkbox"/> CMN, chpt 4 | Quiz 7 |
| | 2/12 | Case Studies <input type="checkbox"/> CMN: 5.1, 5.2, 5.3 | Reflection 3 |
| 7 | 2/17 | Advocacy <input type="checkbox"/> NPM, chpt 11 <input type="checkbox"/> CNM, chpt 11 | Quiz 8 |
| | 2/19 | Case Studies <input type="checkbox"/> CNM: 11.1, 11.2, 11.3 | Reflection 4 |
| 8 | 2/24 | Midterm Review | n/a |
| | 2/26 | Midterm (bring Blue Books) | n/a |
| Module 3: Managing Nonprofit Organizations | | | |
| 9 | 3/2 | Financial Management <input type="checkbox"/> EI, chpt 6 <input type="checkbox"/> NPM, chpt 12 <input type="checkbox"/> CNM, chpt 5 | Quiz 9 |
| | 3/4 | Case Studies <input type="checkbox"/> CNM: 10.1, 10.2, 10.3 | Reflection 5 |

| | | | |
|--------------------------------|------|--|---------------|
| 10 | 3/9 | Fundraising <input type="checkbox"/> NPM: chpts 17, 18, 23 <input type="checkbox"/> CNM, chpt 9 | Quiz10 |
| | 3/11 | Case Studies <input type="checkbox"/> CNM: 9.1, 9.2, 9.3 | Reflection 6 |
| <i>Paper Due 3/13</i> | | | |
| Spring Break 3/16– 3/20 | | | |
| 11 | 3/23 | Employee & Volunteer Management <input type="checkbox"/> EI, chpt 5 <input type="checkbox"/> NPM, chpt 8 <input type="checkbox"/> CNM, chpt 6 | Quiz 11 |
| | 3/25 | Case Studies <input type="checkbox"/> CNM: 6.1, 6.2, 6.3, 6.4 | Reflection 7 |
| 12 | 3/30 | Outcome Assessment <input type="checkbox"/> EI, chpt 3 <input type="checkbox"/> NPM, chpt 15 <input type="checkbox"/> CNM, chpt 4 | Quiz 12 |
| | 4/1 | Case Studies <input type="checkbox"/> CNM: 4.1, 4.2, 4.3 | Reflection 8 |
| 13 | 4/6 | Marketing and Communication <input type="checkbox"/> NPM: chpts 24, 29 <input type="checkbox"/> CNM, chpt 8 | Quiz 13 |
| | 4/8 | Case Studies <input type="checkbox"/> CNM: 8.1, 8.2, 8.3, 8.4 | Reflection 9 |
| 14 | 4/13 | Technology <input type="checkbox"/> NPM: chpts 13, 16 <input type="checkbox"/> CNM, chpt 12 | Quiz 14 |
| | 4/15 | Case Studies <input type="checkbox"/> CNM: 12.1, 12.2, 12.3 | Reflection 10 |
| 15 | 4/20 | Law, Ethics, and Accountability <input type="checkbox"/> NPM, chpt 10 | Quiz 15 |
| | 4/22 | Case Studies; Final review <input type="checkbox"/> CNM: 1.2, 7.4, 14.4 | Reflection 11 |
| 16 | 4/27 | Final Exam (bring Blue Books) | |

- NPM = Nonprofit Management 101
- CNM = Cases in Nonprofit Management
- EI = Engine of Impact

Paper due by March 13: You are a consultant for nonprofit organizations and you have been invited to speak at a conference that nonprofit leaders from across the country will be attending. You have been asked to speak about the three main topics that attendees will need to know more about in order to ensure stability for their organizations. Identify the three topics, and for each topic provide an example, why it is so important, and what may happen if it is not addressed. Please support your assertions with course reading and outside materials.

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. On the rare occasion that 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. If tardiness becomes a problem, 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.

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.

Recordings: You are not allowed to record a lecture without my prior written 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. Engaging in any of the afore mentioned activities will have a severe negative impact on your grade.

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. If you do get an exemption from me, late papers will be penalized by having one grade deducted 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 also 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](#).

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.

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 (drc@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 Bob Buehn, Director of Military and Veterans' Resource Center by phone (904) 620-2655, or by email at robert.buehn@unf.edu.

Obligations – I expect you to arrive to class on time and prepared. On time means that you are seated at 1:30 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, double-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.

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>

Rubrics

Paper rubric

| Paper Rubric  | | | | | | |
|--|----------------------|------------------------|-----------------------|-------------------------------|-------------------|----------|
| Criteria | Ratings | | | | | Pts |
| Identify the Issue view longer description | Advanced 5.0 pts | Proficient 4.0 pts | Competent 3.0 pts | Advanced beginner 2.0 pts | Novice 0.0 pts | 5.0 pts |
| Content view longer description | Advanced 40.0 pts | Proficient 30.0 pts | Competent 20.0 pts | Advanced beginner 10.0 pts | Novice 0.0 pts | 40.0 pts |
| Write professionally view longer description | Advanced 30.0 pts | Proficient 20.0 pts | Competent 15.0 pts | Advanced beginner 8.0 pts | Novice 0.0 pts | 30.0 pts |
| Citing view longer description | Advanced 15.0 pts | Proficient 13.0 pts | Competent 10.0 pts | Advanced beginner 5.0 pts | Novice 0.0 pts | 15.0 pts |
| Follow directions view longer description | Advanced 10.0 pts | Proficient 8.0 pts | Competent 5.0 pts | Advanced beginner 3.0 pts | Novice 0.0 pts | 10.0 pts |
| Total Points: 100.0 | | | | | | |

More details on professional writing

Your papers should follow these guidelines:

- **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 paper will..." statement, if necessary.
- **Content**
 - 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 reading that you do.
 - Note that this is a class about *public* administration, not the management of *private* companies.
- **Write professionally**
 - Write for an informed layperson *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!!!!):**
 - Use third person; don't use first person (e.g. I, we, our), or second person (you). You are not writing this from yourself, you are writing it *on behalf of* an organization, *to* an impersonal audience.
 - Don't use contractions (e.g. don't).
 - Avoid rhetorical questions (e.g. Why is this the case?).
 - Avoid starting a sentence with a conjunction (e.g. The paper was bad. And she started a sentence with and.).
 - 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 works cited section**
 - EVERY paper must include the course *reading*.
 - Please use 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.
 - Note, again, the admonishment against plagiarism, and consult UNF's Academic Honesty Policy. If you are caught plagiarizing, you will fail the assignment, and possibly the class!
- **Follow instructions & formatting**
 - Self-explanatory. Pay attention to the various course requirements.
 - Especially note UNF's Academic Integrity Policy.

Common Comments on Past Papers (don't do these things)

I have found that I have had to repeatedly use the same comments over and over again on student papers. To avoid having to keep repeating this, below is a list of comments addressing common mistakes that are made on student papers. Please read through each, and follow the link for more clarification. The links are pretty fun, so I would follow them just to see where they go...

Grammar

- [Restrictive versus unrestrictive clauses. Here is a great link when and how to use which v that: <http://grammar.quickanddirtytips.com/which-versus-that.aspx>]
- [Improper semi colon use. See <http://theoatmeal.com/comics/semicolon> for a good (and humorous) summary]
- [Use 'who' when referring to people and use 'that' when referring to things. Here is a link that goes into more detail: <http://grammar.quickanddirtytips.com/who-versus-that.aspx>]
- [Wrong form. They're v there v their. See <http://englishplus.com/grammar/00000256.htm>]
- [Here is a great link on when to use affect v effect: <http://grammar.quickanddirtytips.com/affect-versus-effect.aspx>]
- [The possessive form of *it* is *its*, not *it's* or *its'*]
- [Here is a good link for when to use 'a' and when to use 'an': <http://grammar.quickanddirtytips.com/a-versus-an.aspx>]
- [Pronouns refer to the noun that immediately precedes them. See <http://www.grammarbook.com/grammar/pronoun.asp>]
- [Spell out single digit numbers. Here is a good link about writing numbers: <http://www.grammarbook.com/numbers/numbers.asp>]

Professional Writing

- [Don't use first person. See syllabus]
- [Do not use contractions. See syllabus.]
- [Too informal for a professional paper]
- [Only capitalize formal names and titles]
- [Avoid rhetorical questions. See syllabus.]
- [Spelling – proofread!]

Citing

- [When the information can be found in in the text, cite the text, not me.]
- [Include all the authors of a book. If more than three, use the first author's last name followed by 'et al. (year).']
- [When citing from an edited book, you must use the author of the chapter's name, not the editor.]
- [See APA on how to cite from edited volumes in text and the works cited section.]
- [You must include the page number whenever using a direct quote.]
- [Citations must go within the sentence. See syllabus.]
- [Authors' names must go in the order that they are listed on the book or article.]
- [There are no in-text citations. You need to let the reader know where you are getting the information.]
- [Do not use book titles in text. See syllabus.]

Formatting/ Following directions

- Double-spaced
- Times New Roman, 12-point font
- 1-inch margins