

# **Management of Non-profit Organizations**

POLS 4215 E01 (CRN:82239) Fall 2019

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## **I. Course Description**

This course is designed to explore the theoretical principles and practical applications of management for charities and /or nonprofit organizations. The underlying thesis of this course is that by understanding fundamental principles such as developing effective mission and objective statements, marketing and accounting strategies, nonprofits can become more effective and responsive to their constituency's needs. Thus, students will be provided an opportunity to examine critical issues of management faced by leaders in nonprofit organizations.

## **II. Learning Outcomes**

Students will demonstrate they have developed an understanding of

- Characteristics and uniqueness of the nonprofit sector
- Legal definition (e.g., IRS codes) and requirements related to nonprofit organizations
- Nonprofit executive leadership and Boards of Directors
- Managing paid staff and volunteers
- Strategic planning
- Fundraising and financial managements
- Marketing and commercialization
- Collaborative partnership
- Performance and accountability
- Handling external environment

## **III. Required Text**

- **Michael J. Worth (2018) Nonprofit Management: Principles and Practice, 5th Edition, Sage**
- Additional readings are posted on *CourseDen*

## **IV. Requirements**

- **Exams (32%)**

There will be two exams: mid-term (16%) and final (16%). It will test your knowledge and understanding of the texts, materials, and discussions in the course. No make-up exam is available.

- **Field Analysis of a Nonprofit Organization (24%)**

- a. Purpose: To properly understand the theories and class discussions, this assignment makes you briefly exposed to real nonprofit organizations in the local community. By visiting NPOs and interviewing nonprofit leaders, you could develop better ideas of the world of nonprofit organizations and their management.
- b. Process:
  - Choose a (local) nonprofit organization(501(c)3); your choice should be approved by the instructor. Email the name and simple description of your chosen organization to the instructor.
  - Contact (interview) and site visit: Interviewing key persons in the organization (e.g., directors, staff persons, and clients). You should collect any and all printed materials

concerning their program(s) (including grant proposals, website information, and marketing materials).

- Evaluate the organization: Analyze and evaluate the strength, weakness, opportunity, and threats (so-called SWOT analysis) by examining the internal and external environment of the organization based on the collected information.
- Analysis report: This analysis should be at least 10 double-spaced pages (not including cover page and references) with Times New Roman 12 font and offer recommendations to the organization for sustainable growth. The components of the report include organizational history, mission, governance, programs, performance/achievements, SWOT analysis, and recommendations. The SWOT analysis should include strengths, weaknesses, opportunities, and threats of the organization. Detailed information about SWOT analysis is also found on the Module 3 reading materials.
- Schedule:

**Selection of a 501(c)(3) nonprofit organization and approval by the instructor: by 11 PM, Aug 30 (email your choice to the instructor).**

**Submission deadline: 11 PM, Nov 17** [Turnitin will be used to check for plagiarism, grammar, spelling, etc.]

Find a nonprofit organization?

- Georgia Center for Nonprofits: [www.gcn.org](http://www.gcn.org)
- MelissaData: [www.melissadata.com/lookups/np.asp](http://www.melissadata.com/lookups/np.asp)
- National Center for Charitable Statistics: [www.nccs.urban.org](http://www.nccs.urban.org)
- GuideStar <https://www.guidestar.org/NonprofitDirectory.aspx>
- Carroll County Chamber of Commerce: [www.carroll-ga.org](http://www.carroll-ga.org)

• **Quizzes (24%)**

Each model has a quiz that is composed of 15 questions. The questions are based upon the textbook chapters, power point slides, and reading materials. Please read them carefully. There are 8 modules. The total score of the quizzes account for 25% of the total grade.

• **Discussions (20%)**

Each model has a discussion in which students should participate by posting their arguments, opinions, and thoughts. The total score of the discussions account for 20% of the total grade.

**Final grade**

Requirements	Points	Percent	Due
Module quizzes	120	24%	Each module deadline
Module discussions	100	20%	Each module deadline
Midterm exam	80	16%	11 pm Oct 13
Final exam	80	16%	11 pm Dec 12
Field analysis	120	24%	11 pm Nov 17
<b>Total</b>	<b>500</b>	<b>100%</b>	
Grade	Total Points	Percent	
A	450 or higher	90% or higher	
B	400 – 449	80 – 89%	
C	350 – 399	70 – 79%	
D	300 – 349	60 – 69%	
F	Lower than 300	Lower than 60%	

## V. Policies and Expectations

### • Plagiarism

Plagiarism is the use of materials by other authors and content providers without the appropriate attribution. This is a serious violation of the University Honor Code. You must use the appropriate citations and references if you use the work of others to inform your paper.

Types of Plagiarism (<http://www.plagiarism.org/plagiarism-101/types-of-plagiarism/>):

(1) Submitting another's work, word-for-word, as one's own. (2) Contains significant portions of text from a single source without alterations. (3) Changing key words and phrases but retaining the essential content of the source. (4) Paraphrases from multiple sources, made to fit together (5) Borrows generously from the writer's previous work without citation. (6) Combines perfectly cited sources with copied passages without citation. (7) Mixes copied material from multiple sources. (8) Includes citations to non-existent or inaccurate information about sources. (9) Includes proper citation to sources but the paper contains almost no original work. (10) Includes proper citation, but relies too closely on the text's original wording and/or structure.

### • University Policy

Please read the UWG Disability Policy, Email Policy, Credit Hour Policy, and Honor Code by clicking the link (Common Language for Course Syllabi):

<http://www.westga.edu/UWGSyllabusPolicies/>

## VI. Course Schedule and Reading Assignments

### Module 1 (8/14-8/27). Course introduction and Foundation of the nonprofit sector

#### *Reading assignments*

- Worth Chapter 1, 2, &3
- Lecture slides ("Foundation of the nonprofit sector")
- Lecture slides ("Why do you want to form a NPO?" Important First Steps)
- Lester M. Salamon, "The resilient sector: The status of nonprofit America"
- Thomas Silk, "The legal framework of the nonprofit sector in the United States"
- Sharon Oster "The mission of the nonprofit organization"
- "How to start a nonprofit organization in Georgia"  
<https://www.harborcompliance.com/information/how-to-start-a-non-profit-organization-in-georgia.php>
- Kim Jonker & William Meehan III (2014) "Mission matters most" SSIR  
[http://www.ssireview.org/articles/entry/mission\\_matters\\_most](http://www.ssireview.org/articles/entry/mission_matters_most)
- Thomas Wolf "Developing a mission statement" (pp 22-31)
- TEDxSantaCruz Lori Butterworth - Sustaining Compassion A Nonprofit Story

**Discussion 1: Primary post (Due 11 PM Aug 25) and Responses (due 11 PM Aug 27)**

**Quiz 1: Due 11 PM Aug 27**

### Module 2 (8/28 -9/10). Governing nonprofit boards and Executive leadership

#### *Reading assignments*

- Worth chapter 4 & 5
- Lecture slides ("Governing nonprofit boards")
- Lecture slides ("Nonprofit executive leadership")

- Les Silverman & Lynn Taliento “What Business Execs Don’t Know—but Should—About Nonprofits,” SSIR, summer, 2006
- Larry Spears “Practicing servant-leadership”
- James Kouzes & Barry Posner “The five practices of exemplary leadership”
- “Ten Basic Responsibilities of Nonprofit Boards” – National Center NP Boards
- A.W. (Pete) Smith Jr (2009) “What Didn’t Work: Tongue-Tied at the Top” Stanford Social Innovation Review
- Barry Dym and Harry Hutson, “The Alignment Map” Chapter 6, Leadership in Nonprofit Organizations, Sage 2012
- TedTalk: Chris Grundner “Modern nonprofit board governance--passion is not enough!”

### **Choice of a nonprofit organization for Field Analysis due 11 PM Aug 30**

**Discussion 2: Primary post (Due 11 PM Sep 8) and Responses (due 11 PM Sep 10)**

**Quiz 2: Due 11 PM Sep 10**

## **Module 3 (9/11-9/24). Strategic planning and Building high-performing organizations**

### *Reading assignments*

- Worth, Chapters 6, 7, & 8
- Lecture slides (“Strategic planning and performance measurement”)
- Lecture slides (“Capacity collaboration building a high performance NPO”)
- Morino, M., “Leap of Reason: Managing to Outcomes in an Era of Scarcity” leapofreason.org
- A Sample of Strategic Plan: Scholarship America
- Brest, P., “A Decade of Outcome Oriented Philanthropy.” Stanford Social Innovation Review, spring, 2012.
- The Collaborative Map, LaPiana Group, [http://lapiana.org/Portals/0/Documents/Collaborative\\_Map\\_Detail\\_La\\_Piana\\_Consulting.pdf?ver=2015-12-11-181402-673](http://lapiana.org/Portals/0/Documents/Collaborative_Map_Detail_La_Piana_Consulting.pdf?ver=2015-12-11-181402-673)
- “Effective Capacity Building in Nonprofit Organizations” (Venture Philanthropy Partners/McKinsey & Co., 2001) [http://www.vppartners.org/sites/default/files/reports/full\\_rpt.pdf](http://www.vppartners.org/sites/default/files/reports/full_rpt.pdf)
- Gazley, Beth and Jeffrey L. Brudney. “The Purpose (and Perils) of Government-Nonprofit Partnership” in *Nonprofit and Voluntary Sector Quarterly*, Sep 2007; vol. 36: pp. 389 – 415
- Richard C. Feiock & Simon A. Andrew (2006) “Introduction: Understanding the Relationships Between Nonprofit Organizations and Local Governments,” *International Journal of Public Administration* 29:759-767

**Discussion 3: Primary post (Due 11 PM Sep 22) and Responses (due 11 PM Sep 24)**

**Quiz 3: Due 11 PM Sep 24**

## **Module 4 (9/25-10/8) Managing staff and volunteers**

### *Reading assignments*

- Worth, Chapter 9
- Lecture slides (“Managing Paid Staff and Volunteers”)

- Mark Hager & Jeff Brudney (2004) “Balancing Act: The Challenges and Benefits of Volunteers,” Urban Institute report, [http://www.urban.org/uploadedpdf/411125\\_balancing\\_act.pdf](http://www.urban.org/uploadedpdf/411125_balancing_act.pdf)
- “Independent Sector’s Value of Volunteer Time” [http://www.independentsector.org/volunteer\\_time](http://www.independentsector.org/volunteer_time)
- Jeanne Plas & Susan Lewis (2000) “Person-centered Leadership” Chapter 3, *Person-Centered Leadership for Nonprofit Organizations*. Sage
- “What does person centered leadership look like?” <https://www.youtube.com/watch?v=LrGWKr1gvqM>
- Volunteer Match <http://www.volunteermatch.org/>

**Discussion 4: Primary post (Due 11 PM Oct 6) and Responses (due 11 PM Oct 8)**

**Quiz 4: Due 11 PM Oct 8**

**Mid-term Exam (Take the exam anytime between Oct 9 and 13): Due 11 PM Oct 13**

- Study Guide (will be posted)

### **Module 5 (10/14-27). Marketing, Advocacy, and Lobbying**

*Reading assignments*

- Worth, Chapter 10 & 15
- Lecture slides (“Marketing for nonprofit organizations”)
- Lecture slides (“Advocacy and Lobbying”)
- Wolf, Chapter 5: Abbot Academy & Bridge Cases
- Melinda Gates, "[What nonprofits can learn from Coca-Cola](#)"

**Discussion 5: Primary post (Due 11 PM Oct 25) and Responses (due 11 PM Oct 27)**

**Quiz 5: Due 11 PM Oct 27**

### **Module 6 (10/28-11/10). Fundraising and Resources Management**

*Reading assignments*

- Worth, Chapter 11
- Lecture slides (“Nonprofit Fundraising”)
- All About Nonprofit Fundraising: <http://managementhelp.org/nonprofitfundraising/>
- Reuben Mayes "[Fundraising 101](#)" TEDxWSU

**Discussion 6: Primary post (Due 11 PM Nov 8) and Responses (due 11 PM Nov 10)**

**Quiz 6: Due 11 PM Nov 10**

### **Module 7 (11/11-11/24). Financial management for nonprofit organizations**

*Reading assignments*

- Worth, Chapter 12, 13, & 14
- Lecture slides (“Financial management”)
- Lecture slides (“Government support”)

- Lecture slides (“Earned income strategies”)

### **Field Analysis (Due 11 PM Nov 17)**

**Discussion 7: Primary post (Due 11 PM Nov 22) and Responses (due 11 PM Nov 24)**

**Quiz 7: Due 11 PM Nov 24**

## **Module 8 (11/25-12/8). Global Organizations and Social Entrepreneurship**

### *Reading assignments*

- Worth, Chapters 16 & 17
- Lecture slides (“International and global nonprofit organizations”)
- Lecture slides (“Social entrepreneurship”)
- Muhammad Yunus: The Founding of Grameen Bank  
<https://www.youtube.com/watch?v=KZPafxkdeR4>
- Michael Porter: The case for letting business solve social problems  
<https://www.youtube.com/watch?v=0iIh5YYDR2o>

### **Proposal (Due 11 PM Dec 2)**

**Discussion 8: Primary post (Due 11 PM Dec 6) and Responses (due 11 PM Dec 8)**

**Quiz 8: Due 11 PM Dec 8**

### **Student Post Self-Assessment Survey**

**Final Exam (Take the exam anytime between Dec 9 and 12): Due 11 PM Dec 12**

- Study Guide (will be posted)

## APPENDICES

### A. Guideline for Field Analysis Report

1. Name of your NPO:
2. General description
  - a. History
  - b. Mission
  - c. Major functions/services
  - d. Governance (Board, CEO, and staff) and management
  - e. Performances/Achievements
3. SWOT analysis
  - a. Strengths
  - b. Weaknesses
  - c. Opportunities
  - d. Threats

SWOT analysis

	Positive to achieving the goal/mission	Negative to achieving the goal/mission
Internal origin	<b>Strengths</b> Things that are good now, maintain them, build on them and use as leverage	<b>Weaknesses</b> Things that are bad now, remedy, change or stop them.
External origin	<b>Opportunities</b> Things that are good for the future, prioritize them, capture them, build on them and optimize	<b>Threats</b> Things that are bad for the future, put in plans to manage them or counter them

4. Recommendations  
(Provide at least four recommendations)

### Evaluation Rubrics for the Field Analysis Report

Criteria	Excellent	Good	Fair	Poor	Points
<b>Organizational background, mission, and structure</b>	All the elements described clearly and succinctly	Need a few improvements; missing some information	Understandable but missing an important information or lacks clarity	Missing major components of the elements; unclear	
<b>Service programs and performances</b>	The current service programs and performances are described clearly with necessary quantitative or qualitative data	A few minor errors and mistakes in describing the elements	Understandable but missing an important information or lacks clarity	Missing major components of the elements; unclear	
<b>SWOT analysis: Strength &amp; Weakness</b>	Organization's current strength and weakness are carefully analyzed with full information sources (qualitative & quantitative data) and reviews	Strength and weakness are analyzed but evidence is not fully enough and thorough enough to support the analysis	Strength and weakness are analyzed with few sources, lacking specificity, coherency, data, etc..	Needs more data and information, the analysis is not accurate or written poorly, or strength & weakness are not properly identified	
<b>SWOT analysis: Opportunities &amp; Threats</b>	Organization's opportunities and threats are carefully analyzed with full information sources (qualitative & quantitative data) and reviews	Opportunities & threats are analyzed but evidence is not fully enough and thorough enough to support the analysis	Opportunities & threats are analyzed with few sources, lacking specificity, coherency, data, etc..	Needs more data and information, the analysis is not accurate or written poorly, or opportunities & threats are not properly identified	
<b>Recommendations</b>	Developed by fully digesting from the SWOT analysis and organizational background, and specific and do-able	Developed in a good way but missing some points for the organization in a short & long term aspect	Developed partially missing important aspects of the organization	Developed poorly missing major components and containing some risks of recommending a wrong way	
<b>Format requirements, Overall writing</b>	Fulfilling all the format requirements correctly, no error in writing	Minor mistake or error in some format requirements and/or writing	Minor mistake or errors in some requirements and/or writing should be corrected in some places	Not meeting the requirements in several ways and/or writing has a significant problem	
<b>Total</b>					



## Course and UWG Policies

### Attendance Policy:

*In order to distribute Title IV funding (federal student aid), student attendance verification is required. For this online class, students are required to post in the online discussion during week 1, to be considered as attending class. Students who do not post to the introductory discussions in week 1 module may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion. A clear explanation of what will be considered “nonattendance” and thus possible grounds for removal from class or reduction of grade.*

### Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Office for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course. For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

I strongly recommend that students make an electronic copy of everything submitted to me via the dropbox.

### Additional Support Information

#### Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [Technology Requirements](#).

#### Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is [cas@westga.edu](mailto:cas@westga.edu).

#### Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

#### Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

## Full URL Support for Courses

- **CourseDen D2L Home Page**  
<https://westga.view.usg.edu/>
  - **CourseDen Help** (8 AM – 5 PM)  
<https://uwgonline.westga.edu/uwg-online-student-help.php>
- Email: [online@westga.edu](mailto:online@westga.edu)
- **24/7/365 D2L Help Center**  
<https://d2lhelp.view.usg.edu/>
  - **University Bookstore**  
<http://www.bookstore.westga.edu/>
  - **Common Language for Course Syllabi**  
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
  - **UWG Cares**  
<http://www.westga.edu/UWGCares/>
  - **Accessibility Services**

<https://www.westga.edu/student-services/counseling/accessibility-services.php>

- **Student Services**  
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**  
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
- <https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**  
<http://www.westga.edu/library/>
- **Proctored Exams**  
<http://uwgonline.westga.edu/exams.php#student>
- **UWG Accessibility Statements for Technology**  
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>