

V362 - 12428
NONPROFIT MANAGEMENT AND LEADERSHIP

SPRING 2017
Tuesday/Thursday 11:15 am – 12:30 pm
Ballentine Room 305

Professor: Lauren Dula / ldula@indiana.edu / (812) 855-7980 / SPEA 412
Secretary: Jennifer Mitchner/ (812) 855-7980 / SPEA 460

Office Hours: In place of formal office hours, I am available by appointment most days.
Email me or speak to me in class to set up a meeting time.

I. COURSE DESCRIPTION

The nonprofit sector in the United States contains close to two million organizations and is growing rapidly. Arguably every individual in the world has been served by a nonprofit organization at one point in his or her life and 1 out of every 3 citizens has volunteered for one. While some of you may pursue a professional career in nonprofit management, all of you – whether as business or arts industry managers, public managers, volunteers or citizens – will interact with nonprofits throughout your lifetime.

This survey course provides an overview of nonprofit law and managerial operations, as well as discussion of real world issues and potential problem-solving strategies. This course uses a combination of readings, lectures, and experiential learning to build upon the knowledge you have gained in your past courses—in any major—to tackle and connect it with our assigned course material, discussions, and assignments. I want you to see the connections between fields of study and leave this course with the ability to apply its elements to whatever career or life-path you choose.

Learning Objectives

By the end of the semester, through written and classroom assignments, you will learn:

- **Sector Relevance:** An understanding of the nonprofit sector’s distinct role in society;
- **Management Tools:** A broad range of general nonprofit management tools, principles, and practices that can be applied across other fields of study;
- **Critical Thinking Skills:** How to think and problem-solve like a nonprofit manager in the day-to-day tasks of meeting mission objectives, motivating volunteers, thinking strategically, developing strong board leadership, collaborating, setting/meeting performance objectives for their organizations, and – most of all – earning the public trust through effective management;
- **Writing Skills:** How to use information to produce professional-quality writing;
- **Skill Application:** How to establish a nonprofit enterprise under U.S. laws, and how to create a full nonprofit business plan. You will make informed opinions to apply “best practices” in a relevant and realistic way;
- **Information Literacy:** How to identify quality sources of information, and avoid generalizations.
- **Interpersonal Skills:** How to work effectively in teams to complete a semester-long final project.

II. REQUIRED READING: ALL STUDENTS ARE REQUIRED to have the following textbooks (available online and in IU bookstores)

- Michael J. Worth, Nonprofit Management: Principles and Practice, Third (2013) Edition. Sage.
- Bruce Hopkins, Starting and Managing a Nonprofit Organization, 6th (2013) Edition. Wiley.

Online material:

Web-based resources as indicated in the syllabus or provided via Canvas/ emails. All non-textbook readings will be posted on Canvas within the “Files” section. Multimedia links will be provided via Canvas throughout the semester.

III. COURSE REQUIREMENTS & ASSIGNMENTS

A. Summary of Grading:

- (20%) Final Group Project – Creating a New Nonprofit
- (5%) Final Group Project Presentation
- (35%) New Nonprofit Project Sections (3)
- (20%) Quizzes
- (5%) Nonprofits in the News Presentation
- (15%) Participation

*****ATTENDANCE*** -1/3 a FINAL letter grade per class missed after 3 permitted absences.**

NOTE: There is no official final examination, but I reserve the option to use our final examination class-time, for special purposes (make-up class, presentations, etc.).

B. Course Assignments:

1. GROUP PROJECT: NEW NONPROFIT (20%)

Each student will be part of a group of “Founding Board Members” of a fictional new nonprofit organization. During the semester, your Board will develop a Start-up Plan and Management Plan. Students will choose their teams by topic interest near the beginning of the semester. This is your final, culminating deliverable and a semester-long team project. See the “Project Plan Description” handout on Canvas for more detail.

Grading: You receive a TEAM GRADE. The Full Plan consists of 12 sections, with 3 optional extra credit sections. You must submit a professional, bound hardcopy of the plan as well as present a 12-15 minute final presentation covering the basics of your organization (see final project handout). The combined grade worth 30% of your final course grade.

You will have as many opportunities as you like to visit me AS A TEAM in my office to receive additional support and advice as you develop your organizational plans.

Your memos-to-the-board will each focus on a section of your start-up and management plan, though there are a few additional sections to the final plan that are not assigned as memos such as the IIRS Application for Recognition. This will ensure you all receive feedback on a draft of most of your final sections before your final projects are due.

FULL NONPROFIT PLAN -- DUE 4/27.

Note: A hard copy is due in class on 4/27; Also post on Canvas by 11:15 am the same day. There will be a 5-point penalty for each 6 hours late.

2. **GROUP PROJECT PRESENTATION (5%)**

Each team will make a formal presentation of their final project covering each section of the plan. All team members must present, and professional attire is required.

Team presentations will be held at the end of the semester. Grading rubric will be provided.

3. **NEW NONPROFIT PROJECT SECTIONS (35%)**

Our course will be broken into 3 Units.

- **You must write ONE professional and well-researched section of your final plan each Unit. This means that by the end of the semester each student will have written a total of 3 sections.**
- The topics come directly from the elements of your final nonprofit plans.
- You will sign up for topics at the beginning of each Unit.
- I provide sample final projects on Canvas

FORMAT: Each memo must be:

- 2-pages minimum.
- Single-spaced.
- 1-inch margins and 12-point font.
- Sub-headings and internal organization are encouraged.
- Your audience is a potential large funding foundation.
- The maximum length is up to you, but keep your professional audience in mind, and edit carefully—I prefer clear and concise writing to flowery and wordy. Length \neq quality.
- Minimum of 5 sources.
- These should be thoroughly cited and make use of best practice literature. Do NOT address the assignment to me, as this is an exercise in how you would communicate in a workplace setting.

RESEARCH: *I expect you to draw on all assigned readings, **plus** additional readings that you find on your own (**minimum 5 sources**). I expect you to seek additional resources.*

DEADLINES: Due dates are staggered by topic to allow me the time to grade and return your memos in a timely manner. These are due in hard-copy to me and posted via Canvas by class-time on their due date. I will always accept papers early, but not late. If you're sick, email it to me on time. Topics and their associated due dates will be provided for sign-up at the beginning of each Unit. **Late memos receive a ZERO.**

GETTING HELP: **I'm happy to help!!** Feel free to make an appointment with me and bring a draft; I will be happy to help you understand what can be done to make improvements. Please note that **I will only help you with paper drafts in person, not by email.**

4. **QUIZZES (20%)**

This is the principal means by which I will hold you accountable for the readings and class preparation. We will be using a method called Readiness Assurance Tests.

Quizzes will consist of approximately 5 multiple-choice questions, most likely based on a short prompt or example case. Each question is worth 4 points. Each of the students will complete the quiz individually and hand it in for part of their grade.

Once all individual quizzes are collected, students will regroup with their team and use the scratch-off form to answer THE SAME QUESTIONS collectively. Those scratch-off forms must be turned in to Prof. Dula at the end of class.

Each student's grade will be the average of their individual and team score. Students will be permitted to drop their lowest quiz grade.

5. NONPROFITS IN THE NEWS (5%)

Find a current news story (i.e., no more than 6 months old) related to nonprofit management and give a 3-5 minute presentation that summarizes the story and explains its relevance to the course content. Submit a link to the story via email (ldula@indiana.edu) to me **by 9pm 2 days before you present**. If you present on Tuesday, get it to me by Sunday night. If you present on Thursday, by Tuesday night.

6. PARTICIPATION (15%)

I expect to see you in class and see active note-taking. Active discussion & debate of the course material is a better (and hopefully more fun) way to learn than passive listening. For your teammates' sake as well as your own, please be prepared. This part of your grade will also be based on your ability to be a productive, engaged, strong member of your team.

Class sessions will be Technology-Free. You are not allowed to use laptops, tablets, cell phones, etc. during class unless the professor indicates they are needed for a specific class exercise. Violating this rule will affect your participation grade.

You will be asked to provide written short assignments, mostly of in-class group work or preparation questions for guest speakers.

7. ATTENDANCE

**** ABSENCES: I PERMIT 3 ABSENCES.****

STUDENTS ABSENT MORE THAN 3 TIMES WILL RECEIVE A FINAL GRADE REDUCTION OF 1/3 A LETTER GRADE (ex:A to A-) FOR EACH ADDITIONAL CLASS MISSED.

- **Arriving late (over 5 minutes) or leaving early without approval will count as an absence.**
- The only University excused absence is a documented official university obligation, generally reserved for student athletes. Attending a basketball game as a spectator will not receive approval to leave early. A doctor's excuse will not excuse you in addition to the three permitted absences.
- **IF YOU WILL NEED A PROLONGED ABSENCE:** Please see me ahead of time so we can discuss options or whether you will be better served dropping the class.

IV. COURSE SCHEDULE AND ACTIVITIES (SUBJECT TO CHANGE)

Date	Topic	Reading	Major Due Dates
1/10	Introduction to the Course	Syllabus	
1/12	The Past and Present of the Nonprofit Sector	W: Ch 1 & 2; H: Ch 1 & 3	
1/17	Theories Related to the Nonprofit Sector	W: Ch 3; H: Ch 4	
1/19	NSEW Exercise & Team Formation		Plagiarism Certificates Due
1/24	Mission, Vision, Values	W: pgs 164-165; See Canvas for Migliore; Oster, pgs. 22-28; Lucas Ch 4	
1/26	NP Law: How to Incorporate	H: 2, 4, 6 + Canvas	Quiz 1; Section 1 Due
1/31	Team Work Day/ Workshop		Section 2 Due
2/2	Governance & Leadership: Board of Directors	Worth Ch 4; H Ch 8	Section 3 Due
2/7	Governance and Leadership: The Executive Director	W:Ch. 5 + See Canvas	
2/9	Governance & Leadership: Org Structure & Board Staff Relations	W: Pgs 87-98; See Canvas	Quiz 2 Section 4 Due
2/14	Guest Speaker: TBD	See Canvas	
2/16	Strategic Planning	W: Ch 7, & pgs 152-154 + Smith & Bucklin on Canvas	Section 5 Due
2/21	Team Work Day/ Workshop		
2/23	Human Resources Management	W: Ch 9: Smith & Bucklin on Canvas	1 st Half Project Due
2/28	Managing Diversity: Speaker Brad Fulton	See Canvas	
3/2	Managing and Motivating Volunteers	See Canvas	Section 6 Due Mid Term Reflections Due
3/7	Capacity-Building and Collaboration	W: Ch 8; H: Ch 18	Quiz 3
3/9	Team Work Day/ Workshop		Section 7 Due
	SPRING BREAK 3/12-3/19		
3/21	Accountability, Evaluation, and Organizational Effectiveness-Form 990s	W: Ch 6; H: 9-10 + See Canvas	Section 8 Due
3/23	Speaker: TBD	W: Ch. 10; Smith & Bucklin on Canvas	
3/28	Fundraising: Donors & Fundraising Plans	Ch. 13 & Smith & Bucklin on Canvas	Section 9 Due Quiz 4
3/30	Earned Income Strategies	W 14 & 15	
4/4	Social Entrepreneurship	W: Ch. 16	Section 10 Due

4/6	Nonprofit Ethics	W: pgs 130-134 + See Canvas	Quiz 5
4/11	Advocacy and Lobbying	Ch. 11	Section 11 Due
4/13	Team Work Day/ Workshop		
4/18	NGOs: Speaker Anthony DeMattee	Ch 17	
4/20	Nonprofit Startup Project Presentations Teams 1 - ?		
4/25	Nonprofit Startup Project Presentations Teams ? - ?		
4/27	Nonprofit Startup Project Presentations Teams ?		Final Projects (Hard copy and online) Due. Final Reflections due

Schedule Disclaimer: The instructor reserves the right to modify the schedule as deemed necessary. Some subjects may prove to be more challenging than others; thus, flexibility throughout the course will allow us to respond to areas that need additional clarification.

V. EXPECTATIONS OF STUDENTS:

Plagiarism & Academic Integrity

All students are required to take and complete the IU Plagiarism Quiz during the first week of classes.

Penalties for plagiarism that I have applied in the past have included warnings filed with student records, grade deductions, and a course grade of F for serious breaches. Assignments that have been plagiarized will receive a grade of zero.

These are useful sites: <http://dsa.indiana.edu/Code> (Section III: Student Misconduct), and <https://www.indiana.edu/~tedfrick/plagiarism/>

Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. Academic misconduct includes, but is not limited to, the following: cheating, fabrication, plagiarism, violation of course rules, and facilitating academic dishonesty. I may take into account the seriousness of the violation in assessing a penalty for acts of academic misconduct. I must report all cases of academic misconduct to the Dean of Students, or appropriate official. The university may discipline a student for academic misconduct. Source: <http://www.dsa.indiana.edu/Code/index1.html>

Communication: Please contact me at: ldula@indiana.edu, not through Canvas mail.

- Reading assignments are posted on the syllabus, and on Canvas.
- I will be using **Canvas** to track your grades. I try my best to keep it updated, but I may fall behind; please keep track of your own progress as well.

- If I need to change assignment deadlines or the class schedule, I will announce the changes by email, in class or both.
- If you miss a class, it is your responsibility to *obtain notes from another student*.
- Make-ups and extensions are not possible except for EXTREME circumstances and must be discussed with me in advance. There is a lot of flexibility in your choice of paper due dates, so this should not be an issue.

In-Class Behavior: Please observe professional demeanor consistent with SPEA's student code of conduct while in class. This includes avoiding disruptive late arrivals and early departures, web-surfing, side conversations, sleeping, or playing games online.

I reserve the right to ask a student whose behavior I deem excessively disruptive or disrespectful to leave. That will count as an absence, and I will require a one-on-one meeting for discussion.

Please have your cell phones off or on vibrate and stored away. Laptops are permitted for note taking or class activities only.

Students with Learning Disabilities: Students with a learning disability, hearing impairment, speech impairment, or any other disability that may affect their ability to fulfill a requirement of the College should contact the Disability Services for Students in Franklin Hall 096, (812) 855-7578, prior to registering. Requirements will not be waived for students with disabilities; however, some modifications may be made within specific courses:

<http://www.indiana.edu/~college/ado/policies.shtml>

Religious Observance: Under IU policy, students are required to request accommodation for religious observance before, not after, it occurs: <http://www.indiana.edu/~deanfac/holidays.html>

Incompletes: School policy: incomplete grades can only be considered if 75% of the course work has been completed and a student is physically unable to complete the remainder.

http://www.indiana.edu/~spea/about_spea/SPEA%20Policies%20.shtml

IV. Grading Criteria

The Canvas class site has a copy of my complete grading rubric with all details.

Briefly, in all grading, **I give equal weight to three qualities:**

1. **Quality of Analysis:** Thoroughness with which you answer the questions, including quality of your analysis, and relevance and appropriateness of your recommendations for the particular nonprofit or situation.
2. **Quality and Quantity of the Research:** This includes the extent to which you have made use of available reading material and the initiative you have taken to find additional high-quality reading material on your own.
3. **Quality of the Presentation:** The extent to which you have edited for grammar, syntax, style, and attention to organizing material. I put a lot of emphasis on professional writing and readiness in this class, so I expect EVERY paper to be clean, polished, and something you would be proud to attach to a job application.

For all students and all written assignments, please follow these guidelines:

- **Answer the questions in the prompt and be sure to expand on the topics mentioned.**

- **PLEASE USE APA CITATION STYLE.** *I must be able to track all of your citations to their sources, so be aware that it is not enough to attach a bibliography – I require in-text citation.*
- **CITE ALL SOURCES:** If you take text directly from any source, you must use quotation marks and provide a source along with author info (e.g., page number or URL). If you paraphrase without quotes, you must still include the citation's source. If you don't understand how to accomplish this, set up a time to speak with the Writing Center and me.
- **Do not use generic reference sources where you cannot directly identify the author.** This includes Wikipedia, Ask.com, About.com, etc.

Six Reading Myths

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I. Steps to Follow in Skimming for the Main Ideas

1. First, read the title of the chapter or selection carefully. Determine what clues it gives you as to what the selection is about. Watch for key words like "causes," "results," "effects," etc., and do not overlook signal words such as those suggesting controversy (e.g. "versus," "pros and cons"), which indicate that the author is planning to present both sides of an argument.
2. Look carefully at the headings and other organizational clues. These tip you off to the main points that the author wants you to learn. You may be accustomed to overlooking boldface headings and titles that are the obvious clues to the most important ideas. If you concentrate on the details and ignore the main ideas, you will have much more difficulty retaining the information you read.

Remember that authors of college textbooks want you to recognize the important concepts. They use:

- a. Major headings and subheadings to convey major points.
- b. Italicized words and phrases so that crucial new terms and definitions will stand out.
- c. Lists of points set off by numbers or paragraphs that begin with the phrases such as "The three most important factors . . ." etc.
- d. Redundancy or repetition. By stating and restating the facts and ideas, the author ensures that you will be exposed in different ways to the concepts she feels are the most crucial for you to understand. She hopes that on at least one of these exposures you will absorb the idea. Therefore, it is vital that you recognize when an important concept is being restated in slightly different words and when you have completely mastered the idea.

MYTH 1: I HAVE TO READ EVERY WORD

Many of the words used in writing grammatically correct sentences actually convey no meaning. If, in reading, you exert as much effort in conceptualizing these meaningless words as you do important ones, you limit not only your reading speed but your comprehension as well.

MYTH 2: READING ONCE IS ENOUGH

Skim once as rapidly as possible to *determine the main idea* and to identify those parts that need careful reading. Reread more carefully to plug the gaps in your knowledge.

Many college students feel that something must be wrong with their brain power if they must read a textbook chapter more than once. To be sure, there are students for whom one exposure to an idea in a basic course is enough, but they either have read extensively or have an excellent background or a high degree of interest in the subject...

Good reading is selective reading. It involves selecting those sections that are relevant to your purpose in reading. Rather than automatically rereading, take a few seconds to quiz yourself on the material you have just read and then review those sections that are still unclear or confusing to you.

The most effective way of spending each study hour is to devote as little time as possible to reading and as much time as possible to testing yourself, reviewing, organizing, and relating the concepts and facts, mastering the technical terms, formulas, etc., and thinking of applications of the concepts—in short, *spend your time learning ideas, not painfully processing words visually.*

MYTH 3: IT IS SINFUL TO SKIP PASSAGES IN READING

Many college students feel that it is somehow sinful to skip passages in reading and to read rapidly...

Today proliferation of books and printed matter brought about by the information explosion creates a reading problem for everyone... You must, of course, make daily decisions as to what is worth spending your time on, what can be glanced at or put aside for future perusal, and what can be relegated to the wastebasket.

The idea that you cannot skip but have to read every page is old-fashioned... The idea that some books are used merely for reference purposes and are nice to have around in case you need them seems to be ignored in our schools...

MYTH 4: MACHINES ARE NECESSARY TO IMPROVE MY READING SPEED

Nonsense! The best and most effective way to increase your reading rate is to consciously force yourself to read faster. Machines are useful as motivators, but only because they show you that you can read faster without losing understanding. Remember that they are inflexible, unthinking devices that churn away at the same rate regardless of whether the sentence is trivial or vital, simple or difficult. They are limited too, for if you are practicing skimming, you are looking for main ideas so that you can read more carefully. Since these may not be located in a definite pattern (e.g. one per line) nor be equally spaced so that the machine can conveniently time them, machines may actually slow you down and retard the speed with which you locate the ideas that you need for understanding. If you find yourself in need of a pusher, use a 3x5 card as a pacer, or use your hand, or your finger. However, there is one caution you should observe if you try this. Be sure that your hand or finger or card is used to push, not merely to follow your eyes.

MYTH 5: IF I SKIM OR READ TOO RAPIDLY MY COMPREHENSION WILL DROP

Many people refuse to push themselves faster in reading for fear that they will lose comprehension. However, research shows that there is little relationship between rate and comprehension. Some students read rapidly and comprehend well, others read slowly and comprehend poorly. Whether you have good comprehension depends on whether you can extract and retain the important ideas from your reading, not on how fast you read. If you can do this, you can also increase your speed. If you "clutch up" when trying to read fast or skim and worry about your comprehension, it will drop because your mind is occupied with your fears and you are not paying attention to the ideas that you are reading.

If you concentrate on your purpose for reading -- e.g. locating main ideas and details, and forcing yourself to stick to the task of finding them quickly -- both your speed and comprehension could increase. Your concern should be not with how fast you can get through a chapter, but with how quickly you can locate the facts and ideas that you need.

MYTH 6: THERE IS SOMETHING ABOUT MY EYES THAT KEEPS ME FROM READING FAST

This belief is nonsense too, assuming that you have good vision or wear glasses that correct your eye problems. Of course, if you cannot focus your eyes at the reading distance, you will have trouble learning to skim and scan. Furthermore, if you have developed the habit of focusing your eyes too narrowly and looking at word parts, it will be harder for you to learn to sweep down a page of type rapidly.

Usually it is your brain, not your eyes, that slows you down in reading. Your eyes are capable of taking in more words than your brain is used to processing. If you sound out words as you read, you will probably read very slowly and have difficulty in skimming and scanning until you break this habit.

-Martha Maxwell ©Academic Skills Center, Dartmouth College 2001