

Course: MGMT 657-002
Course Title: Nonprofit Management
Semester: Spring 2016
Classroom: MITCH 206

Instructor: Leslie Hoffman, MBA
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PURPOSE AND METHOD

This graduate course is worth three credit hours and explores the nonprofit sector. The course focuses on management issues for modern nonprofit organizations and examines the various technical and strategic areas that are critical for high-performing nonprofit firms.

Students will be expected to conduct themselves during this course as business professionals and will be treated by the instructor as such. The classroom will be considered a business environment. Class sessions are designed to be interactive and participatory, combining topical and case study discussion, small-group work, and guest speaker presentations. Students are expected to be respectful at all times and give classmates and guest speakers their full attention as they would in any business setting.

COURSE OBJECTIVES

This course will enhance students' knowledge and abilities in the following areas:

- The nonprofit sector and its role at the community, regional and national levels;
- Nonprofit governance issues, including the role of a board of directors and the separation of responsibilities and duties between the chief executive and the board;
- Leadership and ethics issues for nonprofit organizations;
- Human resource issues for nonprofit organizations, including staff recruitment and retention, and volunteer management;
- Finance for nonprofits, including nonprofit accounting and financial management;
- Sustainability issues facing nonprofits, including fundraising best practices and self-sufficiency trends;
- The rise of social entrepreneurship in the nonprofit sector;
- Program design, evaluation and impact tracking;
- The role of public policy and advocacy in the nonprofit sector; and,
- Career and community opportunities in the nonprofit sector.

TEXT, OTHER READINGS AND TECHNOLOGY

Required Texts:

1. Firstenberg, Paul B. *The 21st Century Nonprofit*, Second Edition. Foundation Center: 2009.
2. Rowe, Glenn W., et al. *Introduction to Nonprofit Management: Text and Cases*. Sage Publications, Inc.: 2013.
3. Collins, Jim. *Good to Great and the Social Sectors*. HarperCollins: 2005.

Supplementary Materials: Assigned articles are noted in the class schedule below, and additional readings may be assigned for individual course sessions.

Students can also find a variety of online sources of information about the nonprofit sector. Instructor favorites are the Stanford Social Innovation Review (www.ssireview.org), Nonprofit Quarterly (www.nonprofitquarterly.org), National Council of Nonprofits (www.councilofnonprofits.org), Council on Foundations (www.cof.org), and The Chronicle of Philanthropy (<http://philanthropy.com>).

Technology: There are some minimum hardware and software requirements to complete the course. Students will need access to Microsoft Word, Excel, and PowerPoint for this course in addition to UNM's Learn system. All of these programs can be accessed at UNM Computer Labs. If you are having technical problems with Learn, you can contact free technical support through one of the following ways:

- Phone: (505) 277-5757
- Email: learn@unm.edu
- Web: <https://learn.unm.edu>

TIP: If you are experiencing any difficulties with Learn, try using another browser. Firefox and Safari are among the more compatible browsers.

STUDENT PERFORMANCE

This course is designed to emphasize active student participation, critical thinking, and communication skills. Students are expected to participate in class discussions, actively engage with guest speakers, engage in critical thinking and analysis, and formulate their own ideas based on assigned readings, classroom discussions and personal experience.

Students will be responsible for completing assigned reading, turning in assignments on or before deadline, actively participating in classroom discussion and group work.

Written assignments should be double-spaced, in 12-point font, and include the student's name, the course, the date, assignment title, and page numbers. The instructor expects graduate-level writing skills, including strong use of language, solid critical analysis, and very few, if any, grammatical or typographical errors. The instructor is willing to meet

with students to coach them on their writing approach and pre-review assignments before deadline.

The final project is a group-prepared written report and accompanying presentation. These work products should reflect the collective strength, skill and effort of the group.

COURSE GRADE

The final grade is comprised of four core components:

- **Class Participation and Leadership: 20%**
 - Fifteen percent is based on preparation for and active participation in class sessions. Each unexcused absence or tardy arrival will result in a two percentage point deduction.
 - Five percent is based on the student's work facilitating a class with the instructor. Each student will sign up to co-facilitate at least one class, which will include hosting the guest speaker(s), identifying critical themes in the readings, and helping lead discussion.
- **Case Study and Critical Thinking Assignments: 20%**
 - Students must complete four individual writing assignments demonstrating strong critical analysis that are each worth 5% of the final grade. Papers should be submitted via Learn.
- **Midterm Project: 20%**
 - This individual assignment requires students to interview a local nonprofit leader and write an analytical piece on that executive's leadership perspective. Students may seek out a leader in the sector their group has selected for their final project topic.
- **Final Project: 40%**
 - Student groups will prepare an analysis of the local nonprofit community's strategy to address a social, economic or environmental issue. The group's written report is worth 35% of each student's final grade. (There is also an alternative assignment available for those students who would like to develop a business plan for a nonprofit organization they wish to create.)
 - The group will develop and deliver a class presentation detailing findings and recommendations. This is worth 5% of each student's final grade.

DEADLINES

All written assignments, the mid-term project and the final written report are due by 4 p.m. on the day noted in the syllabus to receive full consideration. Late papers will receive an automatic letter-grade deduction and be accepted through Friday at 4 p.m. of the same week. Papers received after the late-submission deadline will not be scored.

All papers should be submitted in the corresponding assignment module in the Learn system. Students may bring a hard copy to class for reference during classroom discussion.

GRADING SCALE FOR FINAL GRADES

100-97% A+ ... 96-94% A ... 93-90% A-
 89-87% B+ ... 86-84% B ... 83-80% B-
 79-77% C+ ... 76-74% C ... 73-70% C-
 69-67% D+ ... 66-64% D ... 63-60% D-
 < 59% ... F

AMERICANS WITH DISABILITIES ACT ACCOMODATIONS

Anyone with a legitimate disability will receive reasonable accommodation. Please contact the instructor privately for arrangements. If you are a qualified person with disabilities who might need appropriate academic adjustments, please communicate with me as soon as possible so that we may make appropriate arrangements to meet your needs in a timely manner. Frequently, we will need to coordinate accommodating activities with other offices on campus. Course materials can be made available in alternative formats.

COURSE OUTLINE (Guest speakers and readings will be updated throughout the semester.)		
DATE	TOPIC	DETAILS
Jan. 19	Course Overview, Introductions and Resources	In Class: We will review the course schedule and expectations, do individual introductions and a student survey, and discuss project group formation.
Jan. 26	The Modern Nonprofit Sector	Required Reading for Today: Urban Institute, <i>The Nonprofit Sector in Brief: Public Charities, Giving and Volunteering, 2013</i> Nonprofit Finance Fund, <i>2015 State of the Sector Survey Briefing</i> The Building Movement Project, <i>Working Towards the Common Good: Findings from the 2014 New Mexico Nonprofit Survey</i> Crutchfield and McLeod-Grant, <i>Local Forces for Good</i> Rowe, Chapter 1 (The Nonprofit Organization in Society) In Class: Based on the reading and personal experience, come prepared to discuss what you see as the key issues facing nonprofit organizations. Guest Lecturer Amy Duggan , Director of Center for Nonprofit Excellence at United Way of Central New Mexico (https://www.centerfornonprofitexcellence.org), will lead a discussion about trends in the sector nationally and in New Mexico, and then take students through a small-group exercise to explore issues in further depth.
Jan. 30	<i>Extra Credit Option</i>	Board Effectiveness: Understanding Your Role: This session will give you a deeper understanding of the responsibilities of a board member. Discover tools for ongoing board development, and learn what the best practices are in governance and board stewardship.

		<p>Location: Center for Nonprofit Excellence, United Way of Central New Mexico, 2340 Alamo SE, 2nd Floor, 87106</p> <p>Register: Online at http://www.centerfornonprofitexcellence.org.</p>
Feb. 2	No class	Students should take advantage of this week to be in touch with classmates on project group formation.
Feb. 9	Governance and Board of Directors	<p>Required Reading for Today: Wiggins, <i>Nonprofit Governance: Fiduciary Responsibilities of Board Members</i> Dayton, <i>Governance Is Governance</i> Ryan, Chait and Taylor, <i>Problem Boards or Board Problems?</i> Firstenberg, Chapters 1, 3, 4 Rowe, Chapter 3 (Nonprofit Organization Governance and Structure) Ohno Swim Club case study, Rowe pgs. 67-70</p> <p>In Class: We will be joined by Lorna Wiggins, partner/owner of Wiggins Williams and Wiggins (www.wwwlaw.us), Helen Wertheim, member of the Board of Directors of Presbyterian Health Plan, and Natasha Martell Jackson, Media/Communications & Education Programs Manager, Intel Corp. Mrs. Wiggins will discuss the legal obligations for board members under New Mexico state law. Ms. Wertheim will discuss governance issues for healthcare nonprofits. Mrs. Jackson will share reflections governance issues for education-related nonprofits. We will also have a roundtable discussion on the Ohno Swim Club case so come prepared to present a proposed strategy to rebuild the swim club's board and governance structure.</p>
Feb. 16	Ethics and Organizational Culture	<p>Required Reading for Today: Logsdon and Yuthus, <i>Corporate Social Performance, Stakeholder Orientation, and Organizational Moral Development</i> Gauss, <i>Why We Love to Hate Nonprofits</i> Light, <i>Who Will Own the Nonprofit Sector?</i> Larson, <i>Light-bulb Moments for a Nonprofit</i> Ethics Resource Center, <i>Millennials, Gen X and Baby Boomers: Who's Working at Your Company and What Do They Think about Ethics?</i></p> <p>Case Study: <i>The National Kidney Foundation</i></p> <p>Writing Assignment Due: Prepare a briefing that examines T.T. Durai's ethical lapses and explores how you think his actions would be viewed if he were the head of a private organization.</p> <p>In Class: We will explore the framework offered in the Logsdon reading to evaluate organizational moral development, and students will share their thoughts on the National Kidney Foundation case study. Then Anderson's Rust Professor of Business Ethics Sarah Smith will join us for a roundtable discussion about key ethical dilemmas facing the nonprofit sector from both the required reading and her experience coordinating the New Mexico Business in Ethics</p>

		Award selection process.
Feb. 23	Organizational Strategy and Market Positioning	<p>Required Reading for Today: O’Donovan and Flower, <i>The Strategic Plan Is Dead</i> Rowe, Chapter 2 (Starting a Nonprofit) Collins, <i>Good to Great in the Social Sector</i> (read the entire monograph)</p> <p>In Class: Interested in starting a nonprofit? Consultant and former nonprofit executive Everette Hill will join us for a session dedicated to exploring the “why” of nonprofit formation with a focus on the mechanics of mission and business model development. The class will be interactive and include small-group exercises designed to help students drill down on key questions of organizational strategy development and market positioning for nonprofits.</p>
March 1	Finance	<p>Required Reading for Today: Firstenberg, Chapter 7, 16, 18 Rowe, Chapter 11 (Financial Management)</p> <p>Supplemental Tool: Nonprofit Finance Fund’s Glossary of Financial Terms can be found at http://nonprofitfinancefund.org/financial-terms.</p> <p>Case Study: <i>Goodwill Industries of Greater Grand Rapids</i></p> <p>Writing Assignment Due: Respond to the questions in the case study conclusion, citing case evidence.</p> <p>In Class: We will discuss students’ perspectives on the Goodwill case study and hear from guest speaker Carol Cochran, principal at REDW, LLC, about key components of nonprofit finance. Mrs. Cochran is a nonprofit accounting expert with extensive personal and professional nonprofit experience. She is former board chair of New Mexico First and Sandia Prep, past National Treasurer of the Girl Scouts of the USA, and Board Treasurer for Accion.</p>
March 8	Fundraising	<p>Required Reading for Today: Firstenberg, Chapters 8, 10, 20 Rowe, Chapters 7 (Nonprofit Capacity and Networks), 10 (Obtaining and Maintaining Organizational Momentum) Miller, <i>In Plain Sight</i></p> <p>Case Study: <i>YMCA of London, Ontario</i></p> <p>Writing Assignment Due: You are the CEO preparing for the senior management planning session described in the case. Develop a proposal you would provide to your colleagues about the YMCA’s future that emphasizes capacity-building strategies and includes suggestions to the YMCA of London Foundation about implications for fundraising efforts.</p> <p>In Class: Nonprofit consultants and fundraising gurus LaDonna Hopkins and Lynn Trojahn will take the class through an interactive discussion of resource management and fundraising in the nonprofit sector. The class will also have a roundtable discussion about the</p>

		YMCA case study and assigned reading.
March 15	Spring Break <i>Extra Credit Option</i>	<p>Project Management for Nonprofits: Whether you are planning a fundraiser or new donor campaign, or are getting a new database or launching a new website, treating all these efforts as the <i>projects</i> they are will help them be successful. The full-day training will focus on useful tools in project management for nonprofit professionals.</p> <p>Location: Center for Nonprofit Excellence, United Way of Central New Mexico, 2340 Alamo SE, 2nd Floor, 87106</p> <p>Register: Online at http://www.centerfornonprofitexcellence.org.</p>
March 22	Advocacy, Public Policy and Collective Impact	<p>Required Reading for Today: Sheridan, <i>Public Policy Advocacy: The Case for Nonprofit Engagement</i> Kania and Kramer, <i>Collective Impact</i> Hanleybrown, Kania and Kramer, <i>Channeling Change: Making Collective Impact Work</i> Firstenberg, Chapter 11 Rowe, Chapter 12 (Advocacy and Lobbying)</p> <p>Supplemental Reading (Optional): Leach and Mazur, <i>Creating Culture: Promising Practices of Successful Movement Networks</i> Katcher, <i>Unstill Waters: The Fluid Role of Networks in Social Movements</i></p> <p>In Class: Dr. Angelo Gonzales, PhD, is the Executive Director of Mission Graduate (http://missiongraduatenm.org), a collective impact effort to raise the level of educational attainment in Central New Mexico. He is also a former Associate Director of the UNM Center for Education Policy Research and a member of U.S. Senator Jeff Bingaman's staff. Dr. Gonzales will take the class through early lessons learned leading a collective impact effort and his view on the role of public policy and advocacy for nonprofits. Students should come prepared to discuss 1) initial findings from public policy research on your group topic and 2) opportunities or issues with advocacy by the nonprofit sector on behalf of the issue.</p>
March 29	Leadership and the Chief Executive	<p>Required Reading for Today: Drucker, <i>Managing Oneself</i> Cantor, <i>The Guy on the Fifty Dollar Bill</i> Rowe, Chapter 4 (Leadership in Nonprofit Organizations) Firstenberg, Chapter 6</p> <p>Midterm Assignment Due Today: Submit an analytical piece exploring the leadership philosophy of a local nonprofit executive following an interview and an organizational review. Students are encouraged to seek out a leader in the sector that his or her group has selected for the final project topic.</p>

		<p>In Class: Leadership has many dimensions in the nonprofit sector. Andrea Plaza, Executive Director of Encuentro (http://www.encuentronm.org), will share her experiences as the leader of a community-based nonprofit and explore with the class leadership opportunities and dilemmas for a growing nonprofit.</p>
April 5	Evaluation and Planning	<p>Required Reading for Today: Firstenberg, Chapter 12 Rowe, Chapter 6 (Nonprofit Strategy and Change) Larkin, <i>Using Outcomes to Evaluate Nonprofit Success</i></p> <p>In Class: The executive director of Saranam (http://saranamabq.org), Tracy Sharp, and the organization's development director, Sue Rzendzian, will share how their nonprofit is planning for the future and evaluating the impact they have on homelessness in Albuquerque. Saranam funder and PNM Resources Foundation (https://www.pnm.com/foundation) leader Diane Harrison Ogawa will discuss what she looks for in the planning and impact evaluation efforts of Saranam and other nonprofits supported by the foundation.</p>
April 12	Sustainability and Impact	<p>Required Reading for Today: Firstenberg, Chapters 14, 17, 21 Rowe, Chapter 14 (Social Entrepreneurship) Letts, <i>Virtuous Capital</i></p> <p>Writing Assignment Due: Submit an analysis on sustainability issues at play for nonprofits in the sector your group has chosen for its final project.</p> <p>In Class: Krisztina Ford, CEO of All Faiths (http://www.allfaiths.org), will lead a workshop-style session featuring a case study exercise she developed based on her own experiences leading a nonprofit through a period of critical change. Students will get the opportunity in small groups to discuss what they may have done if they were in Ms. Ford's shoes and then discuss with Ms. Ford her decision-making process. Study groups will also have time to discuss their final project in class.</p>
April 19	Learning from Challenge	<p>Required Reading for Today: To be announced, see Learn</p> <p>In Class: We know life does not always go according to plan, and the nonprofit sector is no different. Breakdowns can become breakthroughs as we learned from Jim Collins. Challenges and failures can become the raw ingredients of effective change management. Kara I. Carlisle, Director of New Mexico Programs for W.K. Kellogg Foundation (https://www.wkkf.org), will give us a national perspective on nonprofit change management. Zizi Fritz, CEO of the YMCA of Central New Mexico, will then offer a local perspective as her organization works through programmatic and financial change.</p>

April 26	Final Project Workshop; Nonprofit Careers	<p>Class Preparation: Student groups should come prepared with an outline of their project approach.</p> <p>In Class: The first half of the class will be workshop time for groups to vet their final project conclusions and presentation approaches with Ian Esquibel, Executive Director of The Learning Alliance (http://learningalliancencm.org). The second half of the class will be discussion time with Mr. Esquibel about nonprofit careers and your role in philanthropy in the future.</p>
May 3	Submit Final Papers, Final Presentations	<p><u>Final Project Papers Due for All Groups</u></p> <p>In Class: Student groups will make their final presentations to a guest panel of nonprofit and philanthropic leaders. Then the class will have a Q&A session with the guest panel.</p>