

Course Title and Blackboard Site	MGT6073, CRN 1504- Strategic Nonprofit Management (Online) Blackboard for this course available at www.my.ltu.edu
Instructor	Gerald (Jerry) Lindman, J.D., Senior Lecturer and Director of the Center for Nonprofit Management, Graduate College of Management Phone: (248) 204-3095 E-mail: gindman@ltu.edu Instructor Availability: - Online: Live online office hours in Blackboard Wimba. See Course Schedule or Blackboard Modules section - Email: gindman@ltu.edu - Phone Conference; please schedule by emailing gindman@ltu.edu - On-Campus Office Hours: Room 308 (see Walk-in Office Hours)
SCHEDULE & LOCATION	<p>This Course is 100% online; there are no in-person course sessions. Course learning materials are divided into 14 modules all contained in Modules section of Blackboard. Each module represents approximately one week of course work and is divided into ‘Theory’ and ‘Practice’ sections. Theory contains all reading materials for the module while Practice section contains all activities and assignments for that module. Most weekly assignments are due by Saturday by 11:59 PM of the week assigned unless otherwise noted. The syllabus and Blackboard provides the complete course schedule and learning activities.</p> <p>The following are some important dates: September 4.....Last Day to register without a late fee September 5.....Classes begin September 17.....Last day to drop with tuition credit November 14.....Last day to withdraw December 8.....Last day of classes before Final Exams December 10-15 College of Management Final Exams December 15.....End of Fall 2012 term Review complete Academic Calendar here: www.ltu.edu/registrars_office/calendar_final_exam.index.asp</p>
Level – Hours – Prerequisite	Graduate course. Three credits. No prerequisites.
Required text and assigned readings	<p><u>Required text:</u> The Jossey-Bass Handbook of Nonprofit Leadership and Management, 3rd Edition, 2010; Renz, David O. ISBN: 978-0-470-39250-8</p> <p><u>Assigned Readings:</u> All assigned readings may include chapters from required text and other assigned readings which are referenced here or in Blackboard under ‘Theory’ section of each Module.</p> <p>Text is available for online purchase through LTU Bookstore at: http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489</p>

<p>Instructional Methods</p>	<p>Blackboard Learning Environment – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated PowerPoint mini-lectures, podcasts, written lecture notes, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.</p> <p>Student/Instructor Conversations – Students keep in touch with the instructor via e-mail messages, scheduled telephone conference calls, and online office hours.</p> <p>Self-Assessments – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.</p> <p>Required Reading – Textbook chapters and assigned readings should be read according to the schedule outlined in this syllabus and in Blackboard Modules.</p>
<p>Technical Support</p>	<p>Technical support for using Blackboard is provided by the Helpdesk. Visit www.ltu.edu/ehelp or 248.204.2330 or helpdesk@ltu.edu;</p> <p>Additional information and resources for LTU Online student located at: http://www.ltu.edu/ltuonline/</p>
<p>Course Description</p>	<p>Strategic Nonprofit Management (MGT6073) is designed to expose the student to strategic and comprehensive knowledge and skills for managing today's charitable, 501c3, nonprofit organization. This course provides students a strategic approach to nonprofit management. It reviews areas essential to effective leadership of today's nonprofit organization, such as governance and legal environment, fund development, volunteer management, program evaluation and financial accountability.</p> <p>MGT6073 provides a strategic survey of leadership and management competencies and strategies for today's charitable nonprofit organizations. Together we will learn about the growing role of charitable nonprofit organizations in the United States and global economy, strategically exploring the latest management competencies and relationships with business and government that contribute to their mission. Students learn to relate other business coursework to the management of mission-based organizations.</p>
<p>Student Learning Objectives/ Outcomes</p>	<ul style="list-style-type: none"> • Learn the historical development and current status of the US charitable nonprofit organization and its role in global civil society • Understand and describe the basic legal and regulatory environment of a U.S. charitable nonprofit organization • Understand and communicate the most current literature and research on best practices of managing a US charitable nonprofit organization • Define and describe the US and global economy by three sectors of business, government and nonprofit. • Examine the values of charitable giving, service and volunteerism • Learn best practices in ethical management • Compare and contrast the international non-governmental organization with the US charitable nonprofit and understand their roles in global civil society • Recognize differences and similarities between the management of nonprofit, for-profit organizations and government run programs • Learn and apply selected strategic management competencies of charitable nonprofit organizations

	<ul style="list-style-type: none"> Describe and discuss social enterprise and relationship to nonprofit and business organizations.
<p>Class Policies and Expectations</p>	<p><i>Dear Students,</i> <i>I plan to offer you a valuable learning experience but know that we need to work together to achieve this goal. The following are some general expectations regarding this course.</i> <i>Professor Lindman</i></p> <p>Each student has a LTU email account. If you wish to use a different email address for this course, please change your email address in Blackboard under “Blackboard Tools”, then “Personal Information” and send an email to me to store your email address in my directory. Be prepared to log into Blackboard at least once each day. Please focus your online correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.</p> <p>Readings, discussion forum participation, and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments. All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. Assignments must be completed to an adequate standard and on-time to obtain full credit. Requirements for each assignment are detailed in this syllabus. Email is not accepted <u>for grading purposes</u> unless otherwise agreed to by Professor.</p> <p>At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.</p> <p>The following is what you can expect from this professor:</p> <ul style="list-style-type: none"> Available to you via e-mail and phone, and promptly reply to your messages. Available to you for face-to-face appointments as requested online or in office. Maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me. Send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates. Return all assignments promptly with individualized comments Hold our personal written or verbal communications in confidence. Treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.

COURSE SCHEDULE

All course activities occur in Blackboard. The following contains the schedule for all course learning activities in this 13 week course. Please read in conjunction with the respective weekly Module in Blackboard. Each week corresponds to a course module in Blackboard (Bd) containing the topic of the week, assigned readings and weekly assignments due that week. For most modules there are assignments due by the end of the week in Blackboard (Bd). Online assignments are listed here and posted in the Practice section of each Module.

Please review the following Course Schedule and contact the instructor with any questions.

Dates	Module	Topics/Readings/Assignments	Assignments Due
Prior to Semester Start and Sep 5 – 9	Module 0	<p>Pre-course Preparation and Assignments See Blackboard (Bd), Module (M0). Objectives for preparation for this course:</p> <ol style="list-style-type: none"> 1. Get introduced to course and meet fellow students 2. Understand course syllabus and learning objectives 3. Understand final course performance measures 4. Understand historical roots of the US nonprofit sector and origin of today’s dynamic US nonprofit society. <p>For this pre-course preparation week:</p> <ol style="list-style-type: none"> 1. Review this Syllabus thoroughly with special attention to assignments due and the online weeks of this course. 2. Review Blackboard, weekly Modules and ‘Theory’ and ‘Practice’ sections under each Module 3. In Blackboard, post your response under Discussion Board entitled “Introduce Yourself” 4. From Blackboard, download, complete & submit the <i>Student Nonprofit Background and Interest Questionnaire</i>. <p>Assigned Readings for Module 0:</p> <ul style="list-style-type: none"> • Course Text <ul style="list-style-type: none"> ○ Review Table of Contents, the Foreword and Introduction (pages xxix – xxxvii) ○ Chapter 1, Historical Perspectives • Assigned Readings <ul style="list-style-type: none"> ○ <i>The Nonprofit Sector’s Leadership Deficit</i> (Executive Summary), 2005, Thomas J. Tierney ○ <i>Not-for-profit management: The gift that keeps on giving</i>, McKinsey & Co, 2001 • View Charity Cheats online report from AC 360/CNN.com http://cnn.com/video/?/video/bestoftv/2012/05/23/ac-baucus-vet-charity-investigation.cnn • Examine Module 1. 	<p>DUE: By Sat., Sept 8 at 11:59 pm</p> <p>Two Assignments in submitted in Blackboard (Bd) for Module 0:</p> <ol style="list-style-type: none"> 1. Submit ‘Student Background Questionnaire’ 2. Discussion Board: Introduce Yourself 3. View Charity Cheats online report from AC360/CNN

Dates	Module	Topics/Readings/Assignments	Assignments Due
Week of Sep 10 – 16	Module 1	<p>Module/Week 1- Defining the Nonprofit Sector and Social Enterprise</p> <ol style="list-style-type: none"> 1. The state of US nonprofit sector and social innovation 2. Define and distinguish the US by three distinct sectors; nonprofit, business and government. 3. Understand key terms: <i>social entrepreneur, benefit corporation and low-profit limited liability company (L3C)</i> <p>Assigned Readings: Chapter 3, Changing Context of Nonprofit Leadership and Management Chapter 10, Social Entrepreneurship and Social Enterprise <i>The Nonprofit Sector's Economic Impact in the U.S.</i> at www.independentsector.org/economic_role <i>Social Entrepreneurship: The Case for Definition</i> http://www.ssireview.org/images/articles/2007SP_feature_martinosberg.pdf <i>Benefit Corporation</i> http://www.bcorporation.net/about <i>Low-profit limited liability company (L3C)</i> http://www.cof.org/files/Documents/Conferences/Legislative_andRegulatory01.pdf</p>	<p>DUE: By Sat., Sept 15 at 11:59 pm Written assignments on social entrepreneurship.</p> <p>(Optional) Wed., Sept. 12, 7:00-8:00 pm - Online Office Hours in Wimba Class with Professor Lindman</p>
Week of Sep 17- 23	Module 2	<p>Module/Week 2 - Legal Framework of US Nonprofit Sector</p> <p>This Module is dedicated to:</p> <ol style="list-style-type: none"> 1. Understand the legal environment of the U.S. charitable 501c3 nonprofit sector; 2. Learn how a 501c3 charitable nonprofit is created 3. The role of the Federal Internal Revenue Service (IRS) in on-going regulation of 501c3 nonprofits. <p>Assigned Readings:</p> <ol style="list-style-type: none"> 1. Chapter 2, Legal Framework of the Nonprofit Sector in US 2. Read topics of videos at this webpage of the US Internal Revenue Service (IRS) called StayExempt.org at http://www.stayexempt.org/VirtualWorkshop.aspx 	<p>DUE: Wed, 11:59 pm and Sat 11:59 pm:</p> <p>Two assignments:</p> <ol style="list-style-type: none"> 1. View IRS online Mini-courses 2. Discussion Board, Reflective Assign #1
Week of Sep 24 – 30	Module 3	<p>Module/Week 3: Getting Organized for the Team Project</p> <p>This Module focuses on organizing for the Team Project . See this Syllabus for a complete description of deliverables and grading. This week teams are assigned by the Professor. This week team members get introduced and jointly produce the Team Issue Summary assignment due by Saturday 11:59 pm. See Outline of Team Issue Summary in this Syllabus. The final Team presentation is due in last week of this course in Module 13.</p>	<p>DUE: by Sat. 11:59p - Team Issue Summary in Blackboard</p> <p>(Optional) Wed., Sept. 26, 7:00-8:00 pm - Online Office Hours in Wimba Class with Professor Lindman</p>

Dates	Module	Topics/Readings/Assignments	Assignments Due
Week of Oct 1 - 7	Module 4	<p>Module/ Week 4 - Boards, Executives & Governance</p> <p>In this Module we will learn to define and describe the board and executive roles in governance of a 501c3 nonprofit and understand the legal, fiduciary and best practice management roles of each that ensure proper and effective governance.</p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> Ch. 5: Leadership, Governance and the Work of the Board Ch. 6: Executive Leadership Articles: Jerry Sandusky and the Second Mile Charity 	Discussion Forum: Jerry Sandusky and the Second Mile Charity
Week of Oct 8 – 14	Module 5	<p>Module/Week 5: Strategic Management and Planning</p> <p>This Module introduces the principles of strategic management of a nonprofit organization by its leaders and the essential management tool for nonprofits, strategic planning.</p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> Ch. 8 (pgs 206-227): Strategic Management Ch. 9 (pgs 230-259): Strategic Planning 	Written Assignment (Optional) Wed., Oct. 10, 7:00-8:00 pm - Online Office Hours in Wimba Class with Professor Lindman
Week of Oct 15 – 21	Module 6	<p>Module/Week 6: Nonprofit Finances and Fund Development</p> <p>Learning objectives are: identify and distinguish traditional fundraising methods used by nonprofit organizations, define the three primary sources of revenues that support charitable nonprofits; three stages of fund fundraising development; the five activities of managing a fundraising program; gift range chart and learn the value of 'earned income' ventures. There is a special guest lecturer for Module.</p> <p>Guest Lecturer: <i>Dino M. Hernandez, Assistant Vice President for Advancement, Lawrence Technological University</i></p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> Ch 18 (pg 482-504): Nonprofit Finance Ch. 19 (pg 505-523): Designing and Managing the Fundraising Program Ch. 20 (pgs 524-552): Social Enterprise and Nonprofit Ventures 	Two Discussion Forums: 1. Dino Hernandez; 2. Decline in Charitable Giving Students engage Guest Lecturer as follows: 1. Discussion Board (two posts) 2. Live, online lecture and discussion in Bb Wimba. Date/time: TBA
Week of Oct 22 – 28	Module 7	<p>Ethical Management and Issue Spotting a Case Study</p> <ol style="list-style-type: none"> Ethical Nonprofit Management, Ch 7, pgs 178-205 Issue Spotting the Case Study, The Greenhill Community Center (used in Nonprofit Consultant Report final written assignment) 	DUE: Wed, 11:59 pm and Sat 11:59 pm: 1. Issue Spotting Brief (1 written; 1 discussion) 2. Reflect Assign

Dates	Module	Topics/Readings/Assignments	Assignments Due
			#2
Week of Oct 29 – Nov 4	Module 8	<p>Module 8– Financial Leadership of Nonprofit Orgs Explore financial ‘leadership’ at nonprofit organizations and how to use financial data to make good decisions. Provide an introduction to important tools of internal controls and the annual audit. Assigned Readings:</p> <ul style="list-style-type: none"> Assigned Readings: Ch 17, Financial Leadership in Nonprofit Orgs (pgs 461-481) Controlling the Audit Process (page 1-12) InternalsControls-Monintoring_RiskSeries2010 - Article: Embezzlement at Capital Area United Way 	<p>Discussion Forum (Optional) Tues., Oct 30, 7:00-8:00 pm - Online Office Hours in Wimba Class with Professor Lindman</p>
Week of Nov 5 – 11	Module 9	<p>Module/Week 9: Midterm Exam The only assignment this week is the online Midterm Exam. The exam covers course content addressed to-date in this course. It is an open book, open note exam however it is required that you complete it without consultation. The Midterm contains two parts; Part I- True/False-Multiple Choice, Part II – Short Answer. Please note that once you start a Part, you must continue to complete it as you cannot re-enter. I am available via email if you have problems taking the exam. ***The exact schedule for availability in Blackboard of Midterm Exam will be announced by professor**</p>	DUE: Online Midterm Exam
Week of Nov 12 – 18	Module 10	<p>Module 10 - Global Civil Society and INGO Management Guest Lecturer: Amjad Saleem, The Cordoba Foundation (UK - London) Objectives:</p> <ol style="list-style-type: none"> Understand the global civil society sector and the types of organizations that make it up Learn about the role in development of civil society Understand the common values CSO’s share Understand the uniqueness of CSO organizational cultures Learn how to compare and contrast to international CSOs to the US nonprofit sector. <p>Assigned Readings:</p> <ol style="list-style-type: none"> Various assigned readings under Theory section of this Module. Assigned Reading: <u>Global Civil Society - An Overview, Johns Hopkins Comparative Nonprofit Sector Project</u> 	<p>Assignments: Students engage Guest Lecturer as follows:</p> <ol style="list-style-type: none"> Discussion Board Live, online lecture and discussion in Bb Wimba or the taped version; date/time: TBA

Dates	Module	Topics/Readings/Assignments	Assignments Due
		(2003), pgs 1-15. See: http://ccss.jhu.edu/wp-content/uploads/downloads/2011/09/Book_GCSOverview_2003.pdf . This Report contains an important definition of ‘civil society organizations’ (CSO). The five-criteria of the CSO are used to compare all types of social organizations across the globe which is similar to the US 501c3 nonprofit charity. It includes all organizations referred to at NGO’s (Non-governmental organizations). Pay particular attention to section on “Definition and classification” (pgs 6-9).	
Week of Nov 19 – 25 (Week of Thanksgiving)	Module 11	Module 11 - Marketing and Mission Examine marketing as applied to all aspects of nonprofit organizations and understand the value of developing a ‘market orientation’. Assigned Readings: <ul style="list-style-type: none"> Ch 11, Marketing for Nonprofit Orgs (pgs. 301-327) 	One assignment DUE: DB Reflective Assign #3 with pots due Wed, 11:59 pm and Sat 11:59 pm
Week of Nov 26 – Dec 2	Module 12	Module 12 – Managing Employees & Volunteers In this Module we learn the best practices in the management of nonprofit employees and volunteers. Assigned Readings: <ul style="list-style-type: none"> Ch 24: Effective Human Resource Practices Ch 26: Designing and Managing Volunteer Programs 	DUE: Discussion Forum
Week of Dec 3 – 9	Module 13	Module 13 – Advocacy, Lobbying and Social Change Learn how public policy advocacy and lobbying to change public laws and funding have been an effective, time-honored management strategy for nonprofit organizations. Understand the unique legal restrictions ‘lobbying’ by 501c3 charities and how to manage them effectively. Assigned Reading: <ul style="list-style-type: none"> Ch 13, Advocacy, Lobbying and Social Change (pgs 347-374) 	DUE: Discussion Forum
Week of Dec 10 –15	Module 14	Module 14 - Team Presentations This week is dedicated to the Team Presentations. They will be conducted in Blackboard using the assigned Wimba Classroom according to a schedule arranged with professor. Students are required to participate by asking at least two questions to all teams. See description in this syllabus and Module 3 for complete instructions for the Team Presentation.	Online Team Presentations in Wimba Classroom
Week of Dec 16-20	Final Week	Final Course Deliverables and Due Dates Due: Sun., <u>Dec 16</u> by 11:59pm in Bb- Nonprofit Consultant	Due in Blackboard under the

Dates	Module	<i>Topics/Readings/Assignments</i>	<i>Assignments Due</i>
		Written Report Due: Mon. <u>Dec. 17</u> by 11:59pm in Bb - Final Reflective Consolidation (written) Due: Mon. <u>Dec. 17</u> by 11:59pm in Bb - Extra Credit Assignment on Volunteering	respective Module for each assignment.

STUDENT EVALUATION

The course has graded activities and assignments totaling 100 points. Letter grades are awarded based on the total number of points achieved. Points are deducted for late assignments.

EXAMPLES:

Assignments	Points	Due Date
Team Presentation	20	Week of Dec 10 (M14)
Nonprofit Consultant Written Report	25	Sunday, Dec 16
Midterm Exam	15	Week of Module #9
Course Participation: In-class exercises/ Online discussions/ weekly assignments	20	Weekly; Inclass & in Blackboard (Bd)
Reflective Learning Assignment	20	Three DB in M2,7,11 and final written due Mon. Dec 17
Total Points	100	-----
Extra Credit: Volunteering Assignment	Up to 2	Tues Dec 18

Class Points	Letter Grade
96 and above	A
90 – 95	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

Note: Grades lower than a "B" fall below the LTU graduate standard

IMPORTANT NOTES FOR STUDENTS

Blackboard Learning Environment – Blackboard (Bd) use if required in this course (see www.my.ltu.edu) and contains the syllabus, all assignments, reading materials, discussion forums and other learning tools such as streaming videos, narrated PowerPoint mini-lectures, podcasts, written lecture notes, chapter quizzes, and links to Web resources. Some weekly and all final assignments are due via Blackboard. All Blackboard activities required by this syllabus, including Discussion Forums, are graded activities. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

Assignments – For all assignments, review thoroughly this ‘Course Schedule’, descriptions of Assignments later in this Syllabus and Blackboard Modules. Readings, discussion forums and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments. It is essential that all students actively contribute to the course objectives through their experiences and working knowledge. All assignments must be submitted on schedule, via Blackboard or in-class and use Microsoft Office compatible software. Final assignments are not accepted via email unless prior approval given by instructor. All assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.

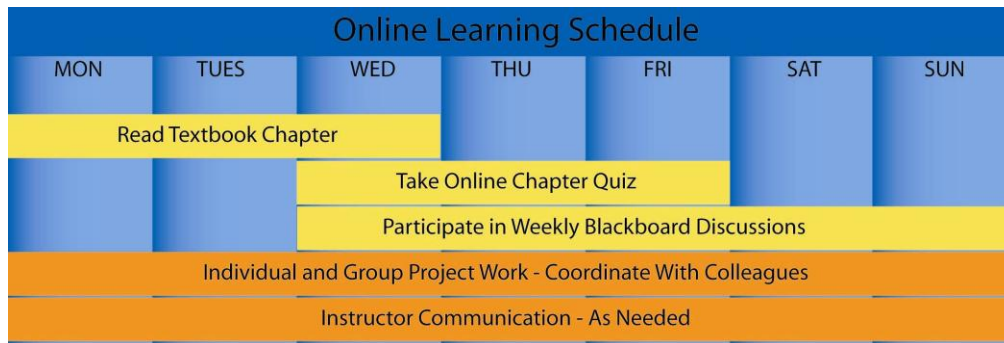
PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 13-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through any online assignment. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
 - 8-9 hours preparing your case study review;
 - 24-40 hours working with your group on the three parts of your semester-long project;
 - 8-9 hours working on the various components of your reflective consolidation (final exam).

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements.

The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic can be used to guide you in planning your weekly course work to remain on schedule:



ASSIGNMENT DETAILS

On the following pages, the major course assignments and evaluation criteria are detailed. **Please review these requirements carefully.** This material is also contained in the Modules section of Blackboard. If there is any discrepancy, this syllabus controls. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations. Please note **all assignments are submitted using the Blackboard “Assignments” or “SafeAssign” function; do not use email to submit final assignments unless prior approval is granted.**

ASSIGNMENT FOR MODULE 0
Student Nonprofit Background and Interest Questionnaire

PLEASE COMPLETE AND SUBMIT IN BLACKBOARD
Prior to first class under Module 0 in Blackboard

Objective: Identify and reflect on your current relationships and understanding of nonprofits and social causes.

Instructions: Please answer the questions below as best you can and submit under Assignments.

NAME: STUDENT ID#

QUESTIONS:

(1) How often do you donate money to social, charitable or religious organizations or causes?

Check One

- Never
 Few Times
 Only When There is a Special Need
 Regularly

(2) How often do you volunteer at a nonprofit, government program, religious organization (e.g. church, mosque, temple, or synagogue)?

Check One

- Never
 Few Times
 Only When There is a Special Need
 Regularly

(3) Have you, or someone you have known, been employed at a nonprofit or religious organization (e.g. church, mosque, temple or synagogue)?

Check One: Yes No

(4) Is it important for you to be employed at an organization which is promotes volunteering or charitable giving by management and employees?

Check One: Yes No

(5) Is it important for you to be employed at an organization which promotes corporate social responsibility and sustainable products?

Check One: Yes No

(6) What type of nonprofit organization do you volunteer or donate money to?

(Check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Advocacy and political groups | <input type="checkbox"/> Direct social service agencies |
| <input type="checkbox"/> Lobbying groups | <input type="checkbox"/> Foundations |
| <input type="checkbox"/> Professional associations | <input type="checkbox"/> Health organizations |
| <input type="checkbox"/> Scientific and research organizations | <input type="checkbox"/> Religious organizations |
| <input type="checkbox"/> Educational organizations | <input type="checkbox"/> Labor organizations |
| <input type="checkbox"/> Art, historical, cultural organizations | <input type="checkbox"/> Environmental organizations |
| | <input type="checkbox"/> Social change organizations |
| | <input type="checkbox"/> Others: |

(7) What specific causes or populations do you volunteer or donate to?

(Check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Health disability issues | <input type="checkbox"/> Immigrants/refugees |
| <input type="checkbox"/> Children and families | <input type="checkbox"/> Political reform |
| <input type="checkbox"/> Disease such as AIDS, cancer, diabetes, Alzheimer's | <input type="checkbox"/> Endangered species |
| <input type="checkbox"/> Homelessness | <input type="checkbox"/> Water & air quality |
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Prison reform |
| <input type="checkbox"/> Economic development | <input type="checkbox"/> Consumer's rights |
| <input type="checkbox"/> Senior citizens | <input type="checkbox"/> Civil and human rights |
| | <input type="checkbox"/> Others: |

(8) If you could be employed by a nonprofit organization, what type of job would you like to have? (Check all that apply)

- Program Management
- Marketing or PR
- Development/Fundraising
- Human Resources
- Volunteer Management
- Information Technology
- Financial Management
- Public Policy Advocacy & Lobbying
- Research & Analysis
- Program Evaluation
- Community Organizing
- Social Work
- Education
- Counseling
- Other:

(9) The following are common job skills and characteristics important to nonprofit organizations; identify which are your strengths.

(Check all that apply)

- Organizational management
- Writing – PR/Marketing
- Public and community relations
- Counseling
- Training
- Research and analysis
- Fundraising
- Grantwriting
- Program planning
- Business planning
- Technology, data and computer
- Teamwork
- Creativity
- Marketing
- Flexibility
- Adaptability
- Language skills (Please List):
- Specific subject knowledge (Please List):
- Others (Please List) _____

(10) Which of the following are common types of professional fundraising?

(Check all that apply)

- Major Gifts
- Planned Giving
- Grants
- Annual Fund
- All the Above

(11) Which of the following marketing activities are applicable to nonprofit sector?

(Check all that apply)

- Advertising
- Communications
- Public relations
- Branding
- Target marketing
- All the above

(12) Which of the following activities are NOT the responsibilities of the board of directors of a nonprofit?

(Check all that apply)

- Strategic planning
- Business planning
- Hiring staff
- Hiring the CEO
- Adopting a budget
- Annual audit

Thank you for completing this Questionnaire. Please submit it under Module 0 in Blackboard.

ASSIGNMENT

Team Researched Presentation

(This assignment represents 20% of your total grade.)

DELIVERABLES & DUE DATES:

Note: See Module 3 for Team Formation Activities.

1. Team Issue Summary: Due in Module 3 by 11:59pm in Blackboard Assignment.
2. Team Presentations: Due Week/Module 13 in class.
3. Team Member Evaluations: Due Module 13 in Blackboard Assignments.

Each team will complete an in-class presentation supported by research and credible sources in best practices of nonprofit management using primarily the course text and assigned readings. This Team presentation will be delivered in-class during Week/Module 13. The topic of the presentation is selected by the Team and must be closely related to MGT6073 course material. Above are the three deliverables with respective due dates for this team assignment.

Teams of two or three are selected by Professor Lindman. The team convenes itself during Week 3 of this course and begins collaborative work to identify a strategic management challenge facing charitable nonprofit organizations which will be the topic of the team presentation. The issue selected and the research presented should build on topics covered in-class or elsewhere in the course text. Professor Lindman welcomes inquiries regarding what issue or topic to select. A Team Issue Summary must be submitted by the end of Week/Module 3.

Once the topic is chosen by the Team, and approved by Professor Lindman, it should be thoroughly researched and analyzed supported primarily using the best practices standards of nonprofit management covered in the course text and assigned readings.

Team Issue Summary

- A short Issue Summary is due in Blackboard from each Team by the end of Week/Module 3 in Bb.
- It should be no more than two pages in length.
- It should identify team members, preliminary title of presentation, the issue you have chosen and reasoning, problem statement or thesis, an action plan identifying how each team member will contribute to research and preparation of the team presentation according to the respective due dates.
- Contain first draft of concisely written thesis statement. To how to write a thesis statement, see: http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml

Requirements for the Team Presentation:

- Live, team presentation in Bb Wimba Classroom
- Well designed PowerPoint which complements the oral presentation
- Use references, primarily from our course learning
- Use of APA style for each citation with last slide containing a listing of all sources cited in your presentation.
- Presentation should be approximately 20-25 minutes in length
- Q &A with audience is demonstrates comfort with material
- Citations used primarily from course text and assigned readings.

**ASSIGNMENT:
Nonprofit Consultant Written Report**
(This assignment represents 25% of your total grade.)

DUE DATE: Sunday, December 16 by 11:59pm in Blackboard

INSTRUCTIONS:

1. Read the Case entitled Greenhill Community Center (Part A and B) found in Blackboard Course Documents.
2. Review the Issue Spotting report you submitted in Module 7. Use it and professors scoring comments to determine strategic management issues that you think will help Greenhill Community Center improve its management and outcomes.
3. Prepare a written researched report analyzing the management challenges facing Greenhill. Recommend strategic solutions to the board of directors as to how to proceed.
4. Analysis and solutions should be primarily based upon material covered in this course.
5. The Report should be written as follows:
 - Follow APA format which specifically cites chapters from our text.
 - Approximately 10-13 pages in length
 - Use Microsoft WORD, double spaced, 12 pt font
 - Cite a minimum of five sources (Please note that our text should be the primary source used and each chapter can be cited as an independent source.)
 - Include a cover page with title

OVERVIEW OF THE GREENHILL CASE:

This Case is entitled "Greenhill Community Center". This case tells the story of dilemmas and escalating crises facing the new executive director of a small, multipurpose nonprofit organization. Greenhill Community Center was in transition between its original founder and a new executive director named Leslie. Leslie has a very different style, professional background and approach to management. For this assignment, your role is that of a consultant, hired by the board, who is an expert in helping nonprofit executives, boards and staff work better together using the latest in best practices of board and executive management strategies.

**Reflective Learning Assignment
(20% of grade)**

Three Discussion Forum posts (See Modules 2, 7 & 11) and a Final Reflective Consolidation Paper due Monday, December 17 by 11:59pm in Blackboard

This assignment uses a reflective learning approach, a well documented method to promote learning. For purposes of this course, reflection refers to “a process of searching for connections between new information and past experiences, knowledge or feelings”. For more information about the research underlying reflection as a learning tool, read Reflection - A Reflection - A Prerequisite for Developing the “CEO” of the Brain, Journal of Management Education, 2009: 33; 3 located in Bd under Course Documents.

Instructions for this Assignment

- a) Read thoroughly the *Rubric for Assessing Student Reflection* contained in this Syllabus and posted in Blackboard under Course Information.
- b) In weeks/module 2, 7 and 11, respond to three discussion forums entitled ‘Reflective Assignment’.
- c) In Module 14, there is a final written (not Discussion Forum) Reflective Consolidation Paper due. See Part II instructions below.

Part I: Reflective Responses in Discussion Forums

- Under ‘Practice’ sections, there will be a Reflective Statement posted for you to read and reflect on. Post your response in the designated Discussion Forum. This statement will be related to the recent course material.
- By Wednesday at 11:59 pm in Weeks/Modules 2, 7 and 11 provide a primary post of approximately 50-100 words. Make sure to provide at least one citation to course assigned readings.
- By Saturday at 11:59 pm respond to at least one student’s Primary Post (about 30-50 words). Your response should build on the student primary post and experience your thoughts, feelings or experiences inspired by the course learning.

Part II: Final Reflective Consolidation Paper (approximately 600-800 words)

In final week of this course, prepare and submit a Final Reflective Consolidation Paper as follows:

- Write a reflective consolidation paper connecting your personal reflections with specific course concepts and principles from this course. Your writing should demonstrate a thoughtful, in-depth reflection on what has been learned; contains specific personal reflection on the course material including the text, lectures, in class and online discussions, assigned readings and student presentations; It should clearly articulate how the learning has impacted the student’s intellectual, personal, professional and ethical development.
- Approximately 600-800 words, double-spaced in length
- Use APA style to reference at least 3 different citations of course materials that support your critical reflection and personal insight. Use in-text citations and list of references at the end of your paper.
- Your paper will be evaluated based on the depth of your personal reflection and its linkage to course content as well as the quality of your writing.
- Submit in Blackboard Assignment by due date above.

Rubric for Assessing Student Reflection

Score	Criteria
100% - 90%	Assignment demonstrates a thoughtful, in-depth reflection on what has been learned; Contains specific personal reflection on the course material including the text, lectures, in class and online discussions, assigned readings and student presentations; Clearly articulates how the learning has impacted the student's intellectual, personal, professional and ethical development; Insights on how the student has incorporated learning from personal/professional experiences, other courses/students/faculty is evident.
89% - 80%	Assignment displays a thoughtful reflection on what has been learned; Contains some personal reflection on the course material including the text, lectures, in class and online discussions, assigned readings and student presentations; Articulates how the learning has impacted the student's intellectual, personal, professional and ethical development; Some insights on how the student has incorporated learning from personal/professional experiences, other courses, students/faculty are evident.
79% - 70%	Assignment shows partial reflection on what has been learned; Contains limited personal reflection on the course material including the text, lectures, in class and online discussions, research articles, outside readings, and student presentations; How the learning has impacted the student's intellectual, personal, professional and ethical development is unclear; Insights on how the student has incorporated learning from personal/professional experiences, other courses/students/faculty are lacking.

EXTRA CREDIT ASSIGNMENT: Volunteering at a Nonprofit
(Earn up to 2 extra credit points)

DUE DATE: Tuesday, December 18

This is an opportunity for extra credit for MGT6073. It is not required and you can still earn an A without completing this assignment. Successful completion of this extra opportunity can earn students up to 2 points toward your total grade. The following is a description of this extra credit assignment. See Blackboard for all information on how to submit this extra credit assignment.

INSTRUCTIONS: If you volunteer for 3 hours or more at a charitable nonprofit organization in your community during this semester, and provide me the information listed below by the due date and you can earn extra credit points toward your total grade. This is extra credit and you do not have to complete this to receive an A in this course.

To receive maximum extra credit points do the following by the due date you must volunteer at least 3 hours at a charitable nonprofit organization of your choice during this semester and submit a written report in the format outlined below by the due date.

INSTRUCTIONS:

If you volunteer for 3 hours or more at a charitable 501c3 nonprofit organization during this semester, and provide me the information listed below by the due date (see above), you can earn up to 2 extra credit points toward your total grade. To receive maximum extra credit points, you must do the following by the due date:

- 1) Volunteer at least 3 hours at a charitable 501c3 nonprofit organization. It can be for a religious organization or house of worship. It can be for volunteering that you are already scheduled for but it has to have happened during this semester.
- 2) Submit as an Assignment in Blackboard the following information (approximately 600-800 words):
 - a. Name of Nonprofit
 - b. Address
 - c. Phone
 - d. Name of Supervisor who will verify your volunteering
 - e. Supervisor's phone & email address
 - f. State the mission statement (and vision statement, if there is one) of the nonprofit.
 - g. Describe your volunteer activity and its connection to achieving the mission of the charitable organization.
 - h. Describe a volunteer recruitment strategy used by the nonprofit; provide your comments on effectiveness of their volunteer recruitment process and their overall use of volunteers. Provide any modifications or improvements you might suggest that might help to increase volunteering or improve the impact of volunteers.

Online Participation Components and Requirements Rubric

In-Class & On-Line Participation Rubric

The following rubric or guidelines will be employed when grading both in-class and on-line or Blackboard participation points.

In Class Participation:

This will be based on class discussion, exercises, in-class assignments, etc. Students who miss class will have to work with the instructor on how to make up in-class participation points. Showing up for class does not guarantee points! Participation is rewarded by points. Students are encouraged to bring in articles, web site URL's, etc. for discussion purposes.

On-line Participation Points

Students will be graded for their on-line participation using Blackboard. Students will be asked to respond not only to those posts by the instructor but to their peer posts as well. This will be completed during the on-line weeks where the student is to post on a regular basis.

Specifically:

- Each student is expected to respond to instructor postings according to the instructions.
- Each student may start discussion threads concerning pertinent nonprofit management issues to earn points. Credible sources used to support comments should primarily come from course text and assigned readings.
- Each student is required to lead and facilitate his or her own postings. The student is also required to respond to posts from their peers on a regular basis.
- Postings submitted the final two weeks of class will not be counted.

Quality of posts - when grading a student's posts, the instructor will use the following as a guideline. High quality posts receive the maximum number of points.

Posting Quality Rating	Examples
High	<ul style="list-style-type: none"> • Original thoughts not already contained in the threaded discussion • Supported with citations and ideas from the course text and assigned readings – please use APA style for your references • Agreement/Disagreement with other postings and including a strong reason why
Fair	<ul style="list-style-type: none"> • Some original thoughts/some repeat of what has already been listed in the threaded discussion. • Supported with some citations and ideas from the course text and assigned readings • APA style is attempted but incorrect
Poor	<ul style="list-style-type: none"> • Doesn't demonstrate original thinking • Doesn't attempt to cite any source • Doesn't use APA style

Written Assignments Rubric

A Paper (Exemplary):

1. Complies fully with the assignment. Information clearly and effectively supports a central purpose or thesis and displays a thoughtful, in-depth analysis of a sufficiently limited topic. The reader gains insights.
2. Is directed towards and meets the needs of a defined audience (is persuasive or argumentative).
3. Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are sound.
4. Provides compelling supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.
5. Is well-organized and unified with ideas and sentences that relate to the main topic. The ideas are arranged logically to support the thesis.
6. Uses appropriate, direct language: the writing is compelling; the sentences are well-phrased and varied in length and structure. Paragraphs are well-structured, use of headings is excellent, and the paper shows strong organization.
7. Supports major themes with credible sources primarily drawn from the course text and assigned readings.
8. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).
9. Is free of errors in grammar, punctuation, word choice, spelling, and format.
10. Shows originality and creativity in realizing 1-6.

B Paper (Proficient):

1. Complies in a competent manner with the assignment. Information provides firm support for a central purpose or thesis, and displays evidence of a basic analysis of a sufficiently limited topic. The paper demonstrates overall competency. It shows some originality, creativity, and/or genuine engagement with issues at hand.
2. Is directed towards and meets the needs of a defined audience (is persuasive, argumentative or informational).
3. Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are adequate.
4. Provides adequate supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.
5. Is well-organized and unified with sentences that relate to the main topic. The ideas are arranged logically to support the thesis. Paragraphs are well-structured, use of headings is good, and the paper shows general organization and flow.
6. Is comprised of well-phrased sentences which are varied in length and structure. There are occasional violations in the writing, but they don't present a major distraction or obscure the meaning.
7. Supports major themes with credible sources.
8. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).
9. Contains minimal errors in grammar, punctuation, word choice, spelling, and format.

C Paper (Marginal):

1. Complies adequately with the assignment. Information supports the thesis at times. Analysis is basic or general. The purpose is not always clear. The paper completes (rather than engages in) the assignment.
2. Presents an unclear (either persuasive or argumentative) rhetorical position.
3. Has partial or inadequate introduction and conclusion.
4. Does not provide adequate supporting arguments, evidence, examples and/or details.
5. Is not arranged logically. Ideas fail to make sense and are not expressed clearly. The reader can figure out that the writer probably intends, but may not be motivated to do so.
6. Contains some awkwardly constructed sentences which present an occasional distraction for the reader. Paragraphs are unstructured, headings are missing, and general organization and flow is lacking.
7. Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas.
8. Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which is distracting to the reader.

Not Graduate Level Paper

1. Does not adequately comply with the assignment. The paper does not successfully identify the thesis. Analysis is vague or not evident.
2. Has no rhetorical position.
3. Has an inadequate introduction and conclusion.
4. Does not provide adequate supporting arguments, evidence, examples and/or details. Paragraphs may “string together” quotations without a context of discussion.
5. Is not arranged logically. Frequently, ideas fail to make sense and are not expressed clearly. The reader cannot identify a line of reasoning.
6. Contains frequent errors in sentence structure, which present a major distraction to the reader. Paragraphs are unstructured, headings are missing, and the paper lacks general organization and flow.
7. Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas.
8. Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which obscure the meaning of the passage. The reader is confused and stops reading.

Verbal/Oral Online Presentation Rubric

Score	Criteria
High Quality Presentation	Clear, succinct and complete. Concepts described fully and communicated effectively. Strong preparation. Held audience attention. Visually acceptable. Showed ability to persuade audience. Strong organization and flow. Presented in a rational, logical order—used and followed an agenda. Provided appropriate solutions for defined problems. No spelling or grammatical errors. Excellent incorporation of sources and references into presentation. Met time requirements for presentation. Fielded audience questions very effectively. Used presentation technology effectively.
Good Presentation	Mostly clear, succinct and complete. Concepts described and communicated fairly well. Adequate preparation. Held audience attention. Visually acceptable. Showed ability to persuade audience. Good organization and flow. Presented in a rational, logical order—used and followed an agenda. Provided adequate solutions for defined problems. Very few spelling or grammatical errors. Good incorporation of sources and references into presentation. Met time requirements for presentation. Fielded audience questions well. Used presentation technology adequately.
Average Presentation	Information presented not always clear or succinct. Concepts not described fully or communicated effectively. Did not hold audience attention. Weak preparation. Lacked ability to persuade audience. Weak organization and flow. Many spelling or grammatical errors. Sources and references not always used or cited properly in presentation. Did not meet time requirements for presentation. Did not respond effectively to audience questions.
Not Graduate Level Presentation	Information presented not clear or succinct. Concepts not described or communicated effectively. Did not hold audience attention. Weak preparation. Lacked ability to persuade audience. Weak organization and flow. Unacceptable number of spelling or grammatical errors. Sources and references not cited properly or used at all in presentation. Did not meet time requirements for presentation. Did not respond adequately to audience questions.