

**SYLLABUS**  
**Strategic Nonprofit Management**  
**MGT6073-CRN3958 (rev122708)**  
**LTU Online - Spring 2009**



**College of Management**  
**Course Syllabus\***

**Strategic Nonprofit Management -- MGT6073 CRN3958 (OL)**

*\*Students may want to **print** this syllabus in order to have all key course information available off-line.*

<b>Course Information:</b>	Strategic Nonprofit Management (MGT6073) CRN: 3958 (Spring 2009, LTU Online) Course Location: <b>ONLINE in Blackboard</b>
<b>Instructor Contact Information:</b>	Jerry Lindman, J.D., Senior Lecturer and Director of the Center for Nonprofit Management, Graduate College of Management  Telephone: (248) 204-3095 E-mail: <a href="mailto:lindman@ltu.edu">lindman@ltu.edu</a> Instructor Availability: - Online: Weekly availability via Blackboard Wimba (Live Conferencing) - On-Campus: Room 368/ Advising Hours: Tuesday 3pm – 5pm, Wednesday 11am – 2pm. - By appointment or phone conference; please schedule by emailing <a href="mailto:lindman@ltu.edu">lindman@ltu.edu</a> .
<b>Class and Other Important Dates:</b>	This Course is 100% online; there are no in-person course session required. Course learning materials are divided into 13 modules all contained in Course Documents section of Blackboard. Each module represents 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 the module.  Students are required to complete the reading material under Theory section prior to attempting assignments under Practice section. All weekly assignments are due by Saturday by 11:59 PM of the week assigned unless otherwise noted.  The following are some important dates: Jan 11 - Last day to register without a late fee Jan 12 - First week of class; Assignments due (see Module 0); Add/Drop begins. Jan 22 - Last day to drop with tuition credit Jan 23 - Withdrawal period begins; late transaction fee for added courses Mar 10 – Mid-semester break; no new coursework assigned Mar 27 - Last day to withdraw Apr 14 - Last week of class For complete Academic Calendar, visit <a href="http://www.ltu.edu/management/academic_calendar.asp">http://www.ltu.edu/management/academic_calendar.asp</a> for the last date to withdrawal and other important registration related information.
<b>Course Prerequisites:</b>	None
<b>Course Text:</b>	<b>Herman, Robert D., The Jossey-Bass Handbook of Nonprofit Leadership and Management, 2nd edition, 2005; ISBN: 0787969958</b>  Note: There are various supplemental readings and articles required and listed under the 'Theory' section of each module in Blackboard.
<b>Course</b>	This course is designed to expose the student to strategic and comprehensive knowledge

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<b>Description</b>	and skills for managing today's nonprofit organizations. This course is provides students a strategic approach to nonprofit management. It reviews areas essential to effective leadership of today's nonprofit organization, such as governance, fund development, financial accountability, human resource and volunteer management. Woven through the course are the three key themes of social responsibility and leadership; multi-sector collaboration; and service and careers in the nonprofit sector. It is the combination of these themes, coupled with traditional areas of non profit management that creates the innovative educational aspects of this course. 3.000 Credit Hours				
<b>Course Objectives</b>	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. Though not a detailed management course, MGT6073 will help student relate other business coursework to the management of mission-based organizations and help students relate to nonprofit organizations from a variety of perspectives. Course Learning Objectives are: <ul style="list-style-type: none"> <li>• Understand the history and current status of the U.S. nonprofit and global civil society sector.</li> <li>• Define and describe the US and global economy by three sectors of business, government and nonprofit.</li> <li>• Examine and appreciate nonprofit values of giving, service and volunteerism.</li> <li>• Recognize differences and similarities between the management of nonprofit and for-profit organizations</li> <li>• Understand and describe the basic legal and regulatory environment by which charitable nonprofits operate in the United States.</li> <li>• Learn and apply selected strategic management competencies and how they are applied to charitable nonprofit organizations such as to fund development, strategic planning, social marketing, volunteer management and program assessment.</li> <li>• Plan and design a basic fund development plan for a charitable nonprofit or civil society organization.</li> <li>• Appreciate the role of ethics and social responsibility in the management of charitable nonprofit organizations and civil society organizations.</li> <li>• Describe and discuss social enterprise and its relations to the charitable nonprofit sector and civil society sectors.</li> </ul>				
<b>Technical Support:</b>	For software or hardware issues, contact the LTU Help Desk at 248-204-2330 or <a href="mailto:helpdesk@ltu.edu">helpdesk@ltu.edu</a> For Blackboard issues, contact the VTRC at 248-204-3750 or <a href="mailto:vtrc@ltu.edu">vtrc@ltu.edu</a> If you are not able to get needed assistance, contact Professor.				
<b>Academic Support:</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">           LTU Library            Telephone: 248-204-3000            Library Website:  <a href="http://www.ltu.edu/library/index1.asp">http://www.ltu.edu/library/index1.asp</a>            E-mail: <a href="mailto:refdesk@ltu.edu">refdesk@ltu.edu</a> </td> <td style="width: 50%; border: none;">           Matthew DeGennaro            COM Executive Skills Resource Center            Telephone: 248-204-3088            E-Mail: <a href="mailto:mdegennaro@ltu.edu">mdegennaro@ltu.edu</a> </td> </tr> <tr> <td style="border: none;">           Academic Achievement Center            Telephone: 248-204-4120            E-mail: <a href="mailto:hobart@ltu.edu">hobart@ltu.edu</a> </td> <td style="border: none;">           COM Computer Lab            Room M215         </td> </tr> </table>	LTU Library Telephone: 248-204-3000 Library Website: <a href="http://www.ltu.edu/library/index1.asp">http://www.ltu.edu/library/index1.asp</a> E-mail: <a href="mailto:refdesk@ltu.edu">refdesk@ltu.edu</a>	Matthew DeGennaro COM Executive Skills Resource Center Telephone: 248-204-3088 E-Mail: <a href="mailto:mdegennaro@ltu.edu">mdegennaro@ltu.edu</a>	Academic Achievement Center Telephone: 248-204-4120 E-mail: <a href="mailto:hobart@ltu.edu">hobart@ltu.edu</a>	COM Computer Lab Room M215
LTU Library Telephone: 248-204-3000 Library Website: <a href="http://www.ltu.edu/library/index1.asp">http://www.ltu.edu/library/index1.asp</a> E-mail: <a href="mailto:refdesk@ltu.edu">refdesk@ltu.edu</a>	Matthew DeGennaro COM Executive Skills Resource Center Telephone: 248-204-3088 E-Mail: <a href="mailto:mdegennaro@ltu.edu">mdegennaro@ltu.edu</a>				
Academic Achievement Center Telephone: 248-204-4120 E-mail: <a href="mailto:hobart@ltu.edu">hobart@ltu.edu</a>	COM Computer Lab Room M215				
<b>Student Services</b>	Office of Student Affairs, 248-204-4100, <a href="http://www.ltu.edu/student_affairs/index.asp">http://www.ltu.edu/student_affairs/index.asp</a>				

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<b>Support:</b>	<p><u>LTU Hotline</u>: To check for school closing, Blackboard/Banner availability, or other issues call the LTU Hotline at 248-204-2222.</p> <p>Campus Safety Services 248-204-3945</p>
<b>Course Policies</b>	<p>1. Assistance - Students are encouraged to contact the instructor using email. Professor will arrange meeting with student via phone or online in Blackboard Wimba.</p> <p>2. Conduct - Students are expected to conduct themselves in a professional manner at all times and to be courteous to their classmates. The use of objectionable language is strictly prohibited. This includes online discussions and emails. Additional information covering the Student Code of Conduct can be accessed at <a href="http://www.ltu.edu/student_affairs/student_conduct.asp">http://www.ltu.edu/student_affairs/student_conduct.asp</a></p> <p>3. Academic Integrity - Students are expected to do their own work at all times. While it is acceptable to discuss homework and case assignments with others, students should first attempt to solve assigned work themselves. In no case will copied work from another be considered acceptable. With respect to papers, students must submit original work done specifically for this course by the student. Any cheating on exams or papers will result in a score of zero and, potentially, a referral to the Dean. For more information visit Academic Honor Code at <a href="http://www.ltu.edu/currentstudents/honor_code.asp">http://www.ltu.edu/currentstudents/honor_code.asp</a></p> <p>4. Absences: Missing any weekly coursework will impair your grade. If you anticipate an problems which complying with the weekly assignments (see syllabus), it is recommended that you not take this course, or withdraw.</p> <p>5. Late Work: Reading and written assignments must be completed according to syllabus due dates. All written assignments need to be posted in Blackboard. <b>Late work will be reduced in value.</b></p> <p>6. Online Submission of All Assignments: <b>All assignments must be submitted in Blackboard.</b> Deadlines for submission will be reviewed in class and in Blackboard. Online assignments must be posted in Blackboard under the designated Assignment. <b>No final assignments are accepted in Digital Drop Box or via Email;</b> they must be submitted under the respective Assignment.</p> <p>7. Discussions: <b>Online discussions are a graded activity</b> which demonstrates critical thinking on the application of our course learning. See Rubric for Online Discussions contained in this Syllabus. Students must plan on weekly joining online Discussion Groups to demonstrate an understanding of the weekly topic.</p> <p>8. Participation: Active participation in this course is an opportunity to demonstrate critical thinking regarding course subject matter. <b>Students are expected to read materials assigned and incorporate the learning into all discussions.</b> A variety of opportunities to apply your learning are used such as case studies, group exercises, discussion groups, and related activities.</p>

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**Student Evaluation**

The following is a summary of grading for this course. This Syllabus contains all details and descriptions of each assignment.

Assignments	Points	Due Date
Team Project	25%	Team Issue Summary due Module 3. Team Report and Presentation due in final week.
Nonprofit Consultant Report	25%	Due in final week
Midterm Exam	25%	See Module #9
Course participation/Online Discussions/Assignments	25%	Throughout
Total Points	100%	
Extra Credit: Volunteering Assignment	Up to 5 pts	Final week

Percentage	Letter Grade
96 and above	A
90 – 95	A-
87 – 89	B+
83 – 86	B
80 – 82	B-*
77 – 79	C+
73 – 76	C

**\*NOTE:** Grades lower than a “B” fall below the LTU graduate standard

**\*\*NOTE:** If a student’s final grade is lower than a C, then the student will receive an F grade (There are no C- or D grades for graduate students)

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**Course Schedule**

(Note: Subject to Change)

<i>Module</i>	<i>Week of:</i>	<i>Topics/Readings/Assignments</i>	<i>Assignments Due</i>
0		<p><b>Pre-course Preparation and Assignments</b>            Complete and submit prior the following:</p> <ol style="list-style-type: none"> <li>1. Logon to the course Blackboard website and get introduced to this course by reviewing materials posted under Modules.</li> <li>2. Post your response under Discussion Group entitled "Introduce Myself"</li> <li>3. Read two reports posted under pre-course module:               <ol style="list-style-type: none"> <li>i. <i>The Nonprofit Sector's Leadership Deficit</i> (Executive Summary), 2005, Thomas J. Tierney</li> <li>ii. <i>Not-for-profit management: The gift that keeps on giving</i>, McKinsey &amp; Co, 2001, Stephanie Lowell, Les Silverman, and Lynn Taliento</li> </ol> </li> <li>4. From Blackboard, download, complete &amp; submit the <i>Student Nonprofit Background and Interest Questionnaire</i></li> <li>5. Complete Theory and Practice Sections under Module One</li> </ol>	<p>DUE: <i>Student Nonprofit Background and Interest Questionnaire</i>            Due by January 12, 11:59pm in Blackboard.</p> <p>DUE: Post in Discussion Forum.</p>
1	January 12	<p><b>Module/Week 1- Nonprofit Sector and Social Enterprise</b>            (For week of January 12)            For our first class we will be:</p> <ol style="list-style-type: none"> <li>1. Orienting students to the course, course objectives and syllabus including performance measures.</li> <li>2. Reviewing Student Questionnaires</li> </ol> <p>Lecture Topic: Introduction to the Nonprofit Sector and Social Enterprise. The goals of this lecture and discussion is to define and distinguish the US and global economy by three distinct sectors; nonprofit, business and government</p> <p>Assigned Readings:            1) Course Text: Read the Preface, Chapters 1, 2 , 4            2) Assigned Reading: <i>Global Civil Society - An Overview</i>, Johns Hopkins Comparative Nonprofit Sector Project (2005).            STUDENT NOTE: Pages 7-9 the Johns Hopkins reading contains a key definition we will use throughout this course, 'Civil Society Organization'. It is important to know this. course.            3) What is a "Social Entrepreneur"? Read these links:            - <a href="http://www.skollfoundation.org/aboutsocialentrepreneurship/whatis.asp">http://www.skollfoundation.org/aboutsocialentrepreneurship/whatis.asp</a>            - <a href="http://en.wikipedia.org/wiki/Social_entrepreneurship">http://en.wikipedia.org/wiki/Social_entrepreneurship</a></p>	
2	January 19	<p><b>Module/Week 2 - Legal Perspective of US Charitable Nonprofit Organizations</b>            (For week of January 19)            This week is dedicated to understanding of the legal formation and framework of a U.S charitable nonprofit. We will learn to define and describe the unique legal characteristics of a 501c3 charitable tax exempt organization and the steps it their formation. There is an in-class activity entitled, <i>Creating Your 501c3 Nonprofit</i>.</p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> <li>• Read Chapter 3 of Text</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Assigned Readings (see Blackboard, under Module 2): Read the following resources regarding how to form a 501c3 charitable nonprofit corporation under Michigan and Federal law in Blackboard: <ul style="list-style-type: none"> <li>- Overview: Forming a 501c3 Charitable Nonprofit in Michigan</li> <li>- IRS FAQ - About Applying for Tax-Exemption</li> </ul> </li> </ul>	
3	January 26	<p><b>Module/Week 3: Team Project Organization &amp; International Civil Society</b>  (For week of January 26)</p> <p>This week we focus on organizing our teams for the Team Project and covering International Civil Society. The Blackboard Module contains all information for a preparation of your team for the Team Project which is due in Week 13 (April 10). The grade on this major assignment constitutes 25% of each team members' total grade. We will thoroughly review of the Team Project (see syllabus details) and assign teams and have team begin discussion of the Team Issue Summary, due Saturday, January 31 by 11:59pm in Blackboard Assignment.</p> <p><b>Lecture: International Civil Society</b>  In this class we will get introduced to the international civil society. We will learn to apply a definition of 'civil society organization' to learn how to identify such an organization as distinguished from business and government enterprises.</p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 5, The Internationalization of the Nonprofit Sector</li> <li>• Assigned Reading: <u>Global Civil Society - An Overview</u>, Salamon, L., Sokolowski, S.W. and List, Regina., Johns Hopkins University, 2003</li> </ul>	- DUE: Team Issue Summary due January 31 at 11:59pm in Blackboard
4	February 2	<p><b>Module/ Week 4: Boards, Executives &amp; Governance</b>  (For week of February 2)</p> <p>In this class we will learn to define and describe the legal responsibilities of the nonprofit board and executive staff including the CEO and best practices for each. There will be an in-class exercise.</p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> <li>• Text, Part Two, Introduction to Key Leadership Issues (page 130)</li> <li>• Chapter 6: Board Leadership and Development</li> <li>• Chapter 7: Executive Leadership</li> <li>• Assigned Reading: Directors &amp; Officers Liability Loss Prevention for Non-for-Profit Organizations (2006), Bailey, Dan, Arter &amp; Hadden, Chubb Group of Insurance Companies.</li> </ul>	
5	February 9	<p><b>Module/Week 5: Strategic Planning &amp; Evaluation</b>  (For week of February 9)</p> <p>This week we will get introduced to strategic planning, outcome assessment and program evaluation. There is an online assignment which must be completed by Saturday and submitted in Blackboard under Module 5 by 11:59 pm. Please logon to Blackboard read all information under this Module.</p>	DUE: Assignment by Saturday, February 14 at 11:59pm in Blackboard.

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		<p>Assigned Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 8, The Strategy Change Cycle: An Effective Strategic Planning Approach for Nonprofit Organizations</li> <li>• Chapter 16, Outcome Assessment and Program Evaluation</li> </ul> <p>Instruction for Online Coursework For this Week:</p> <ul style="list-style-type: none"> <li>• Logon to Blackboard for this course</li> <li>• Under Module for this week, complete all activities under Theory and Practice sections.</li> <li>• Post assignments by Saturday at 11:59pm in Blackboard. Do not email.</li> </ul>	
6	February 16	<p><b>Module/Week 6: Fund Development &amp; Social Enterprise</b>  (For week of February 16)  For this week, we will be learning to identify and distinguish traditional fundraising methods used by nonprofit organizations. We will get introduced to the three primary sources of revenues supporting charitable nonprofits. In particular, we will learn the value of a gift range chart and get introduced to social enterprise and ventures.</p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 17, Designing and Managing the Fundraising Program</li> <li>• Chapter 18, Enterprise Strategies for Generating Revenue</li> <li>• Assigned Readings: <ol style="list-style-type: none"> <li>a) Proposal Writing Short Course, The Foundation Center located at <a href="http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html">http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html</a></li> <li>b) Overview of Nonprofit Fundraising Sources and Approaches (2002), McNamara, Carter PhD located at URL: <a href="http://www.managementhelp.org/fndrsng/np_raise/fndraise.htm#anchor272695">http://www.managementhelp.org/fndrsng/np_raise/fndraise.htm#anchor272695</a> <b>**Read only</b> the following sections of this Overview: Basic Guidelines for Fundraising and Typical Funding Sources and Advantages-Disadvantages of Each.</li> </ol> </li> </ul> <p>Special Online Guest Presentation &amp; Discussion: Dino M. Hernandez, Assistant Vice President for Major Gifts/Campaign Director, Lawrence Technological University</p>	•
7	February 23	<p><b>Module/Week 7: Issue Spotting the Greenhill Case Study</b>  (For week of February 23)</p> <p>This week will be get introduced to the case study which is the focus of the Nonprofit Consultant Report due at the end of this course and representing 25% of the course grade.</p> <p>This week's assignment calls for you to immerse yourself into the Greenhill Community Center Case Study and write about the management issues you see. The story told in the Greenhill Community Center Case Study is based a real-life situation and presents management issues which are commonly faced in the nonprofit organizations.</p> <p>Instruction for Module 7 coursework:</p>	<p>DUE: See assignment posted under Practice section of Module 7. By Saturday, February 28 at 11:59pm.</p>



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		<ul style="list-style-type: none"> <li>• Logon to Blackboard for this course</li> <li>• Under Module for this week, complete all activities under Theory and Practice sections.</li> <li>• Post assignments by Saturday at 11:59pm in Blackboard. Do not email.</li> </ul>	
8	March 2	<p><b>Module/Week 8 - Topics in Financial Management</b>  (For week of March 2)</p> <p>This week we will overview key topics in financial management. Topics you will get introduced to are the two types of accounting information for nonprofits (Financial and Management), financial accounting statements, internal controls, auditing and risk management. An in-class exercise will be conducted.</p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 19, Financial Accounting and Financial Management (pgs. 466-501)</li> <li>• Chapter 21, Risk Management</li> <li>• "Internal Controls: Safety Tools That Should Make Cents for Every Nonprofit", Herman, Melanie, Nonprofit Risk Management Center for Nonprofit Management (see Blackboard, Module 8)</li> <li>• "Controlling the Audit Process" (1999), Renteria, Hilda S CPA (READ ONLY Pages 1-12) (see Blackboard, Module 8)</li> </ul>	
9	March 16	<p><b>Module/Week 9: Midterm Exam 25%</b>  For week of March 16, the only assignment is an online Midterm Exam. Exam instructions and the exam itself are contained in Blackboard under Module 9. 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. Grading is 25% of total course grade.</p> <p>The Midterm contains two parts; Part I- True/False-Multiple Choice, Part II – Essays. You will have 60 minutes for each Part (total of two hours). 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.</p> <p>***The exact schedule for Midterm availability this week will be determined by professor after consultation from class.***</p>	DUE: Midterm Exam
10	March 23	<p><b>Module/Week 10 – Advocacy and Lobbying for Nonprofits</b>  (For week of March 23)</p> <p>The topic for this week is the activity of public policy advocacy and lobbying and how it helps to achieve mission. We will learn the fundamental skills needed to work to change public laws and funding on behalf of your mission and clients you serve. You will get introduced to advocacy planning and the common barriers to nonprofit involvement in public policy; legality, legitimacy and effectiveness.</p> <p>Assigned Reading: Read Chapter 10 and assigned reading under Module 10.</p>	In-class learning activity
11	March 30	<p><b>Module/Week 11- Multi-sector Collaboration &amp; Strategic Alliances</b>  (For week of March 30)</p> <p>Assigned Readings:</p>	



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		Text: Chapter 11, Strategic Alliances Assigned Readings (2): Rebuild_LA Case Study Background.pdf located in Blackboard under Module 11.	
12	April 6	<b>Module/Week 12 - Marketing, Social Marketing and Public Relations</b> (For week of April 6) This class will introduce us to the use of marketing and public relations to advance the mission of a nonprofit organization. There is an in-class exercise on designing a social marketing plan. Assigned Readings: <ul style="list-style-type: none"> <li>• Chapter 12 of text</li> <li>• Assigned Readings: Social Norms and Social Marketing and How Marketing Can Reduce Worldwide Poverty</li> </ul>	
13	April 13	<b>Module/ Week 13 - Team Presentations &amp; Report</b> (For week of April 13) This class is dedicated to the Team Presentations deliverable of the Team Project and Report. Team Presentations will be conducted in Blackboard Wimba. Students must participate (including asking questions) in each presentation. Professor will determine schedule. See syllabus here and Module 3 for complete instructions for the Team Presentation and Report.	DUE: Team Presentations
		<b>Final Course Deliverables and Due Dates</b> <ol style="list-style-type: none"> <li>1. <b>Due Thursday, April 16 at 11:59 pm - Team Report and Team Member Evaluation.</b> Please post your final Team Report and Team Member Evaluation in Blackboard under this Module. For all details of the Team Presentation and Report, see syllabus and Module 3: Team Project Organization. Module 3 contains all information for a preparation of your team for the Team Project. The grade on this major assignment constitutes 25% of each team members' total grade.</li> <li>2. <b>Due Saturday, April 18 by 11:59pm - Nonprofit Consultant Report (see syllabus &amp; Module/Week 8).</b></li> <li>3. <b>Due Saturday, April 18 by 11:59pm - Extra Credit Assignment on volunteering (see syllabus &amp; Module on Extra Credit Assignment on Volunteering).</b></li> </ol>	

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**Description of Assignments**

**ASSIGNMENT FOR FIRST CLASS**  
**Student Nonprofit Background and Interest Questionnaire**

PLEASE COMPLETE AND SUBMIT IN BLACKBOARD  
DUE DATE: January 12, 2009 at 11:59 PM 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

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(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)

- |  |   |
|--|---|
| <input type="checkbox"/> Program Management                | <input type="checkbox"/> Research & Analysis  |
| <input type="checkbox"/> Marketing or PR                   | <input type="checkbox"/> Program Evaluation   |
| <input type="checkbox"/> Development/Fundraising           | <input type="checkbox"/> Community Organizing |
| <input type="checkbox"/> Human Resources                   | <input type="checkbox"/> Social Work          |
| <input type="checkbox"/> Volunteer Management              | <input type="checkbox"/> Education            |
| <input type="checkbox"/> Information Technology            | <input type="checkbox"/> Counseling           |
| <input type="checkbox"/> Financial Management              | <input type="checkbox"/> Other:               |
| <input type="checkbox"/> Public Policy Advocacy & Lobbying |   |

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

(Check all that apply)

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- Organizational management
- People management
- Interpersonal skills
- Writing - PR/Marketing
- Public speaking
- Public and community relations
- Counseling
- Training
- Research and analysis
- Fundraising
- Writing - Grants
- Program planning
- Business planning
- Problem solving
- 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
- Grants
- All the Above
- Planned Giving
- Annual Fund

(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 plan
- Business planning
- Hiring all staff
- Hiring the CEO
- Adopting a budget
- Annual audit

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

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**ASSIGNMENT**  
**Team Research Report & Presentation**

(This assignment represents 25% of your total grade.)

**DELIVERABLES & DUE DATES:**

1. Team Formation Activities of Module/Week 3 (see syllabus and Blackboard).
2. Team Issue Summary: Due Saturday, January 31 by 11:59pm in Blackboard Assignment.
3. Team Presentations: Due last week in class in Blackboard Wimba.
4. Team Report & Team Member Evaluations due by Thursday April 16 at 11:59 pm in Blackboard Assignments.

Each team will complete a research-based written report with an accompanying presentation to the class. The topic of the report and presentation is selected by the Team and must be related to MGT6073 course material. Above are the four deliverables with respective due dates for this team assignment.

Teams of 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 report and 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.

Once the topic is chosen by the Team, and approved by Professor Lindman, it should be thoroughly researched and analyzed for best practices on the topic. Sources for possible topics include the course text and readings, professional sources of nonprofit management information, and your personal experience with nonprofits.

**Requirements for the Team Research Report:**

1. APA format is a must!
2. 12-15 pages in length
3. Use Microsoft WORD, double spaced & 12pt font
4. Cite a minimum of five sources (Please note that our text should be the source for the majority of citations used)
5. Include a cover page with title

**Requirements for the Team Presentation:**

1. Use PowerPoint (onground) or Blackboard Wimba (online)
2. 20 minutes in length plus Q &A
3. Be sure to source subject matter from in-class learning and use academic and professional sources.

**Team Issue Summary**

- A short Issue Summary is due in Blackboard from each Team by the Saturday of this week:
- It should be no more than two pages in length.
- Format: It should identify team members, preliminary title of report and presentation, the issue you have chosen and reasoning, problem statement or thesis, an action plan identifying how each team member will contribute to producing the deliverables according to the respective due dates.

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

**DUE DATE: Saturday, April 18 by 11:59pm**

**INSTRUCTIONS:**

1. Read the Case entitled Greenhill Community Center (Part A and B) found in Blackboard Course Documents.
2. Prepare a written researched report analyzing the management challenges facing Greenhill.
3. 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
  - 12-15 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 source for the majority of citations used)
  - 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.

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**EXTRA CREDIT ASSIGNMENT: Volunteering at a Nonprofit**  
(Earn up to extra 5 points)

**DUE DATE: Saturday, April 18, 11:59 pm.**

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 5 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. It is worth up to 5% of your grade.

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 5 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.



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**Online Participation Components and Requirements Rubric**

**In-Class & On-Line Participation Rubric**

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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. Articles, websites, etc., **from reputable sources**, can be attached which relate to the post.
- 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.

<b>Posting Quality Rating</b>	<b>Examples</b>
High	<ul style="list-style-type: none"><li>• Original thoughts not already contained in the threaded discussion</li><li>• Cited examples/ideas from the Internet – please list the URL that you have referenced</li><li>• Agreement/Disagreement with other postings and including a strong reason why</li></ul>
Fair	<ul style="list-style-type: none"><li>• Some original thoughts/some repeat of what has already been listed in the threaded discussion.</li></ul>

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**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. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).
8. Is free of errors in grammar, punctuation, word choice, spelling, and format.
9. Maintains a level of excellence throughout, and 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. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).
8. Contains minimal errors in grammar, punctuation, word choice, spelling, and format.

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**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.

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**Verbal Presentation Rubric**

**Team Member(s)** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

<b>Score</b>	<b>Criteria</b>
<b>High Quality Presentation</b>	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.
<b>Good Presentation</b>	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.
<b>Average Presentation</b>	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.
<b>Not Graduate Level Presentation</b>	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.

**Comments:**

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**Grade for Team Presentation:** \_\_\_\_\_