

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

<b>Course Number:</b>	SW 393T18	<b>Unique Number:</b>	63500
<b>Meeting Days/Times:</b>	Monday - 5:30 to 8:30pm	<b>Classroom:</b>	2.118
<b>Semester:</b>	Fall 2014		
<b>Instructor:</b>	Rosamaria Murillo, PhD, LMSW	<b>Office Room Number:</b>	SSW 3.104A
<b>Phone:</b>	512-517-6242	<b>e-mail:</b>	rmurillo@austin.rr.com
<b>Office Hours:</b>	5:00pm - 5:30pm or By appointment		

**NONPROFIT MANAGEMENT IN HUMAN SERVICES**

**I. COURSE DESCRIPTION**

Course Description: This course emphasizes achievement of human service goals and objectives through management control processes such as programming, budgeting, accounting, fiscal and programmatic data systems, and evaluation. Knowledge and skills in strategic planning are emphasized as well for the on-going assessment of an organization's internal and external environment, organizational strengths, threats, and opportunities, and system integrity with organizational mission as well as social work values and ethics. Course materials and assignments provide the basis for evaluating these processes as students prepare for field education in a variety of community agencies.

**II. COURSE OBJECTIVES**

By the end of the course students will be able to:

1. Analyze the contributions of internal management control processes, including planning, programming, budgeting, fiscal management, information systems, and evaluation, in the effective pursuit of human service organization goals and objectives;
2. Conduct an internal management audit/operations analysis of a human service organization utilizing appropriate qualitative and quantitative statistical techniques;
3. Create functional and program budgets;
4. Apply strategic planning principles for on-going assessment of an organization's internal and external environment, threats and opportunities, and system integrity with organizational mission and social work values and ethics;
5. Critique strategic planning, budgeting, fiscal, and programmatic management systems of a human service organization while demonstrating knowledge of values and ethical issues in social work practice;
6. Understand the role of diversity in organizational management and develop skills to evaluate strategies and practices to overcome barriers to professional advancement and successful performance due to age, race, gender, social class, culture, religion, sexual orientation, and physical or mental ability.

### III. TEACHING METHODS

*Education is not received. It is achieved. – Anonymous*

#### Dr. Murillo's Teaching Philosophy and Methods

I believe that students are ultimately responsible and accountable for contributing to their learning and for the level and depth of knowledge they take from this class. I expect students to engage in critical analysis and discussion of topics.

In my courses, I implement experiential learning methods and facilitate a cooperative, active, and student-directed learning environment that challenges students to review, analyze, and evaluate course material. My teaching methods incorporate a variety of approaches, including readings, lectures, discussions, audiovisual materials, guest speakers, group assignments/activities, experiential learning exercises and student presentations.

### IV. REQUIRED TEXTS

#### **Required:**

- Worth, M.J. (2013). *Nonprofit Management: Principles and Practice*. 3rd edition. Thousand Oaks, CA: Sage. [http://www.amazon.com/Nonprofit-Management-Principles-Michael-Worth/dp/1452243093/ref=sr\\_1\\_2?ie=UTF8&qid=1376871532&sr=8-2&keywords=Nonprofit+Management%3A+Principles+and+Practice.+2nd+edition#reader\\_1452243093](http://www.amazon.com/Nonprofit-Management-Principles-Michael-Worth/dp/1452243093/ref=sr_1_2?ie=UTF8&qid=1376871532&sr=8-2&keywords=Nonprofit+Management%3A+Principles+and+Practice.+2nd+edition#reader_1452243093)
- Dees, J.G., Emerson, J., & Economy, P. (2002). *Strategic tools for social entrepreneurs: Enhancing the performance of your enterprising nonprofit*. New York: Wiley. [http://www.amazon.com/Strategic-Tools-Social-Entrepreneurs-Enterprising/dp/0471150681/ref=sr\\_1\\_1?ie=UTF8&qid=1376871864&sr=8-1&keywords=Strategic+tools+for+social](http://www.amazon.com/Strategic-Tools-Social-Entrepreneurs-Enterprising/dp/0471150681/ref=sr_1_1?ie=UTF8&qid=1376871864&sr=8-1&keywords=Strategic+tools+for+social)
- Crutchfield, L. R., McLeod Grant, H. (2008) *Forces for Good: The Six Practices of High-Impact Nonprofits*. San Francisco: John Wiley & Sons. <http://www.utxa.eblib.com.ezproxy.lib.utexas.edu/patron/FullRecord.aspx?p=319318&echo=1&userid=sRyo2dLf0AQ%3d&tstamp=1378867022&id=42CB1E38943B414442E30EA87EA6694836FDB9D0>
- Neff, D. J. & Moss, R. D. (2011). *The Future of Nonprofits: Innovate and Thrive in the Digital Age*. New Jersey: John Wiley & Sons. <http://utxa.eblib.com.ezproxy.lib.utexas.edu/patron/FullRecord.aspx?p=675214&echo=1&userid=sRyo2dLf0AQ%3d&tstamp=1378867097&id=9C3C74B3F2F5064A43FC2433F40E30722832C493>

Additional article readings may be assigned throughout the semester.

## V. COURSE ASSIGNMENTS

This course is designed to provide basic information on a variety of nonprofit management issues while encouraging student in their own particular areas of interest. The assignments for this class are listed below.

### **In class participation (10 Pts.)**

This course includes extensive in-class discussion and activities related to readings, related topics, and assignments. Student participation is expected and encouraged. The ten points for this component include attendance (5 total points) and in-class participation (5 total points). Students will be allowed **one (1) absence** without an excuse or loss of points. Students are to notify the professor in advance when they are going to be absent. See attendance policy.

### **Individual Readings Reflection and Team Chapter Presentation (20 Pts.)**

The purpose of the chapter reflection and team chapter presentation is to engage students in weekly readings and encourage personal thought and reflection, as well as facilitate dialogue and critical analysis of topics covered. As listed below, each team has been assigned a chapter reading which they will use to develop their reflection and their presentation. Assignment guidance and grade rubric will be handed out in class.

Individual Reflection Paper Based on Crutchfield *Forces for Good* - 10pts.

- Team A: Chapter 2 - *Advocate and Serve*
- Team B: Chapter 3 - *Make Markets Work*
- Team C: Chapter 5 - *Nurture Nonprofit Networks*
- Team D: Chapter 6 - *Master the Art of Adaptation*
- Team E: Chapter 7 - *Shared Leadership*

Team Chapter Reading Presentation (10pts)

- Team A - Dees, Ch. 2: *Developing an Entrepreneurial Competitive Strategy*
- Team B - Dees, Ch. 3: *Cooperative Strategy: ..Networks, Partnerships and Alliances*
- Team C - Dees, Ch. 4: *Leading, Retaining, and Rewarding People Entrepreneurially*
- Team D - Dees, Ch. 9: *Managing Paid Staff and Volunteers*
- Team E - Worth, Ch. 14: *Financial Management*

### **High Impact Nonprofit Overview and Analysis and Brief Presentation (20 Pts.)**

In this project, Teams will choose one of the 12 High Impact nonprofits highlighted in the Crutchfield *Forces for Good* Text Book (Appendix E). The Analysis will include description of board of directors, agency vision, mission, strategy, structure and staffing, programs/services and budget. Analysis will also address the organization's strategy for advocacy to government, work with business, collaboration, and engagement. Students will be expected to do a brief presentation of their Analysis. Project specifics will be handed out in class.

## Nonprofit Concept and Comprehensive Plan Proposal (50 Pts.)

Teams will develop an idea for a nonprofit and submit a comprehensive proposal for the developing the nonprofit. This assignment will be submitted in parts throughout the semester. In addition to peer feedback, students will receive extensive feedback and technical assistance from professor and other experts in the field. Students will present their ideas/proposal throughout the semester, and towards the latter part of the semester, each team will be required to present their final nonprofit proposal (PowerPoint). Final presentations will be 30-35 minutes with 10 minutes for questions and answers. Students will demonstrate that they integrated the readings, followed the assignment guidance, and analyzed the group process to include "aha moments" and lessons learned. Below is a high-level outline of the proposal's key elements. Proposal specifics and detailed outline will be handed out in class.

- Part I: 2- Page Proposal of Nonprofit (8pts)
- Part II: Industry Analysis and Environmental Scan (8pts)
- Part III: Strategy and Structure (8pts)
- Part IV: Implementation Plan (8pts)
- Part V: Key Success Factors (8pts)
- Part VI: Comprehensive Plan & Presentation (10pts)

## VI. COURSE GRADING

Written work should be well-conceptualized and researched, clearly organized and concise, and supported by examples that show evidence of thorough and thoughtful analysis.

Grades will be assigned according to the cumulative number of point the student has earned:

- Attendance & Punctuality In-class Participation 10 points
  - Attendance & Punctuality (5pts)
  - In-class Participation (5pts)
- Crutchfield Chapter Individual Reflection 10 points
- Team Chapter Reading Presentation 10 points
- High Impact Nonprofit Overview and Analysis (Crutchfield) 20 points
  - Analysis of One (1) High Impact Nonprofit (15pts)
  - Brief Presentation of Analysis (5pts)
- Nonprofit Concept and Comprehensive Plan Proposal 50 points
  - Part I 2- Page Proposal of Nonprofit (8pts)
  - Part II Industry Analysis and Environmental Scan (8pts)
  - Part III Strategy and Structure (8pts)
  - Part IV Implementation Plan (8pts)
  - Part V Key Success Factors (8pts)
  - Part VI Comprehensive Plan Presentation (10pts)  
(On day of proposal presentation day, teams will be required to submit a binder that will include final (graded) Nonprofit Proposal Parts I-VI)  
(-5pts if not submitted)

**TOTAL**

**100 points**

Grades will be assigned as follow:

94.0 and Above = A	90.0 to 93.999 = A-	
87.0 to 89.999 = B+	84.0 to 86.999 = B	80.0 to 83.999 = B-
77.0 to 77.999 = C+	74.0 to 76.999 = C	70.0 to 73.999 = C-
67.0 to 69.999 = D+	64.0 to 66.99 = D	60.0 to 63.999 = D-
Below 60 = F		

Note: MSSW Students must make a C or above to avoid having to repeat the course. Students who cannot, for any reason, complete the course are advised to complete the withdrawal process in order to avoid an F. The professor will not withdraw students unless specifically requested to do so by the University.

## VII. COURSE POLICIES

- 1. Readings and Preparatory Assignments.** Students are expected to participate in an interactive framework between collegiate students and professor. Students are also expected to **complete the readings and preparatory assignments prior to class** and should be well prepared to participate in discussions and experiential learning assignments. Failure to demonstrate through discussions that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class.
- 2. Class Attendance Policy.** Class attendance is required. Class will begin promptly at 5:30pm. The class experience is co-constructed and students are expected to attend class regularly. Attendance is defined as student's attentive physical presence in class for the **entire** class period. Students will be allowed **one (1) unexcused absence**. Students should make every effort to notify the professor when they are going to be absent. If a student misses more than one unexcused absence, the professor reserves the right to lower that student's final grade by one point for each class missed beyond the one allowed. Students should make every effort to arrive and leave on time. Late arrivals and early departures can disrupt the class process. Establishing a pattern of late arrivals and early departures will negatively affect attendance points. A pattern is considered three or more late arrivals and/or early departures during the semester. Students are responsible for any material missed due to absences.
- 3. Engagement and Civility.** The professor expects students to actively engage and act in a civil manner during class. Students should feel free to voice their opinions in a manner that can enhance the flow of ideas and dialogue. Using diplomacy, tact, and cooperation with fellow students will provide students practice for future interactions. Class presentations, if applicable, require professional dress. Successful engagement respectful communication and being fully "present" without the distraction of multitasking during class.
  - **Respectful Communication/Interactions:** Refrain from private discussions during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context in which it occurs.
  - **No Multitasking:** Multi-tasking with electronic devices is not allowed during class. Students **MAY NOT** use any electronic devices during class unless these are required for the specific class session or to allow students to participate. Electronic devices include laptops, cell phones, 'Ear buds,' I-Pods, etc. - ensure that electronic devices are stored and on "silent" mode. Grade is will be negatively affected by student's failure to comply with this policy.

4. **Confidentiality.** Students are expected to maintain confidentiality regarding all shared professional and personal information related to agencies, clients or the experiences of other students, as required by the National Association of Social Workers Code of Ethics.
5. **Assignments and Grades.** Assignments must be electronically submitted by no later than 5:30pm on the date they are due.
  - **Late Assignments:** Except in the case of extended emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty.** Assignments turned in after class starts will be considered late. If accepted, late assignments will be assessed point penalties at the rate of three (3) points for each day late.
  - **Adjustments in Due Dates:** If the due date is a problem, the student should see the professor and negotiate another due date. Any adjustments in due dates must be discussed with the professor at least 48 hours PRIOR to the regularly scheduled due date.
  - **Course Grade:** The submission of all assignments does not constitute an A in the course. It means the student has met the basic requirements of the course. **Class participation, attendance, and quality of work will determine course grade.**
  - **Group Grade:** As the professor, I do reserve the right to award differentially weighted grades on the group project. This will normally occur when a member of the group fails to actively participate in the group, consistently misses deadline for assigned tasks, or produces work that is below the quality standards expected for the project. In other words, if a student's individual performance is consistently below par so that it jeopardizes the grades of the other members of the group, I will down grade that student.
  - **Final Grade:** If students are concerned about their grade, the professor is more than willing to work with students to help them improve their understanding of course material prior to the end of the semester. **Final grades assigned in the course are not negotiable.**
6. **Writing Style.** The ability to write in a professional manner is very important for social workers. Written work must be typed, edited for grammatical, spelling and typographical errors. The latest *Publication Manual of the American Psychological Association (APA)* is the style manual to be used by all students. **Citations and reference page are required when students use external resources to develop their projects/assignments.**
7. **Use of Blackboard in Class.** In this class the professor uses Blackboard <http://courses.utexas.edu> to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys.
8. **Course modifications.** To ensure achievement of course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made students will be notified in class and in writing via Blackboard. Students should check their e-mail/Blackboard frequently. Note that some of the links to documents and/or videos on the internet might change. Documents, new links or alternate options will be provided if this occurs.
9. **Course Feedback.** Student feedback is welcomed. Students are encouraged to provide feedback during office hours and by appointment if they desire.

## VIII. GENERAL UNIVERSITY POLICIES

1. **The University of Texas Honor Code:** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.
2. **Professional Conduct in Class:** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.
3. **Classroom Civility.** A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.
4. **Unanticipated Distress.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).
5. **Social Media and Professional Communication:** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including **any** information that might lead to the identification of a client or compromise client confidentiality in **any** way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of

Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

6. **Policy on Scholastic Dishonesty.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).
7. **Use of class materials.** The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.
8. **Documented Disability Statement:** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.
9. **Religious Holidays:** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.
10. **Use of e-mail for Official correspondence to Students:** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time- sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.
11. **Safety:** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.



12. **Behavior Concerns Advice Line (BCAL):** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.
13. **Emergency Evacuation Policy:** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
  - If you require assistance to evacuate, inform the professor in writing during the first week of class.
  - In the event of an evacuation, follow the professor's instructions.
  - Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## IX. COURSE SCHEDULE

NOTE: Professor reserves the right to make modifications to any part of this course schedule.

Week and Topics	
Sept. 1 - Week 0: Labor Day - NO CLASSES	
Sept. 8 - Week 1	
I.	<b>Introductions</b>
II.	<b>Class Expectations</b>
III.	<b>Discussion of Course Framework and Concepts</b>
IV.	<b>Review of Syllabus and Assignments</b>
V.	<b>Practices of High Impact Nonprofits</b> <ol style="list-style-type: none"><li>Adaptation and Shared Leadership</li><li>Advocate to Government</li><li>Work with Business</li><li>Collaborate with Nonprofits</li><li>Engage Individuals/Community</li></ol>
VI.	<b>Team Work and Agreements</b>
<b>READINGS:</b>	
VII.	<a href="http://www.ssireview.org/articles/entry/creating_high_impact_nonprofits/">http://www.ssireview.org/articles/entry/creating_high_impact_nonprofits/</a>
Sept. 15 - Week 2	
I.	<b>Introduction to the Nonprofit Sector</b> <ol style="list-style-type: none"><li>Quick Facts About Nonprofits</li><li>Nonprofit Management</li><li>Nonprofit Sector</li><li>Nonprofit Organizations</li></ol>
II.	<b>The Future of Nonprofits and Emerging Issues</b> <ol style="list-style-type: none"><li>Innovation, internal entrepreneurship, fundraising and social media communications</li><li><b>Emerging Issues in the Nonprofit World</b> <a href="http://www.cfsarasota.org/portals/0/nrc/SCF%20McLaughlin%20slides%202.13.08.pdf">http://www.cfsarasota.org/portals/0/nrc/SCF%20McLaughlin%20slides%202.13.08.pdf</a> (nonprofit world is changing slide)  <a href="http://www.stayclassy.org/blog/top-10-ted-talks-for-nonprofit-leaders/">http://www.stayclassy.org/blog/top-10-ted-talks-for-nonprofit-leaders/</a></li></ol>
<b>READINGS:</b>	
•	Worth, Chapter 1: Nonprofit Management as a Profession and a Field of Study
•	Worth, Chapter 2: Overview of the Nonprofit Sector
•	Worth, Chapter 3: Theories of the Nonprofit Sector and Nonprofit Organizations
•	Crutchfield, Chapter 1: Forces for Good
•	National Center for Charitable Statistics: <a href="http://nccs.urban.org/statistics/quickfacts.cfm">http://nccs.urban.org/statistics/quickfacts.cfm</a>

## Week and Topics

### Sept 22 - Week 3 - Special Topic

#### I. *Forces for Good* - Practices of High Impact Non-profits

##### **READINGS:**

- Crutchfield, Chapter 1: Forces for Good
- Crutchfield, Chapters as assigned below to complete reflection Paper.

##### **ASSIGNMENT DUE:**

- Individual Reflection Paper Based on *Forces for Good* - 10pts.
  - a. Members in Team A: Chapter 2 - *Advocate and Serve*
  - b. Members in Team B: Chapter 3 - *Make Markets Work*
  - c. Members in Team C: Chapter 5 - *Nurture Nonprofit Networks*
  - d. Members in Team D: Chapter 6 - *Master the Art of Adaptation*
  - e. Members in Team E: Chapter 7 - *Shared Leadership*

### Sept. 29 - Week 4

#### I. Governance and Board's Roles and Responsibilities

- a. Types of Boards
- b. Board Responsibilities
- c. Board Relationships (People, Power, and Politics)
- d. Board Effectiveness
- e. Challenges of Nonprofit Governance

#### II. Leadership

- a. Leadership Challenges
- b. Effective Leadership and the Nonprofit Executive
- c. Leading Change and Managing Strategic Change
- d. Preparing for the Next Generation of Leaders
- e. Leaders as Continuous Learners

##### **READINGS:**

- Worth, Chapter 4: Nonprofit Governing Boards
- Dees, Chapter 5: Managing Your Board Entrepreneurially
- Worth, Chapter 5: Executive Leadership
- Lecovich, Esther. (2004). "Responsibilities and Roles of Boards in Nonprofit Organizations." *Nonprofit Management and Leadership*, 15(1), 5-24.
- Brown, William A. (2007). "Board Development Practices and Competent Board Members. Implications for Performance." *Nonprofit Management & Leadership*, 17(3), 301-317.

##### **ASSIGNMENT DUE:**

- Team's High Impact Nonprofit Overview and Analysis - 20 pts.

## **Week and Topics**

### **Oct. 6 - Week 5**

#### **I. Strategic Management Model/Process: Environmental Scanning, Strategy Development, Strategy Implementation, and Evaluation & Control**

- a. Strategic Management Process
- b. Innovation

#### **II. Strategic Planning**

- a. Strategic Planning Process and Goals
- b. Vision
- c. Mission
- d. Role of Ethics in Strategic Planning

#### **III. Environmental Scanning: Internal and External Assessment (SWOTT)**

- a. Operating, Industry, and Remote environment.
- b. Internal Environment.

#### **READINGS:**

- Worth, Chapter 7: Strategic Planning and Strategic Management
- Neff & Moss Chapter 1: Innovate or Die
- Neff & Moss Chapter 2: What is Innovation
- Neff & Moss Chapter 3: Innovation as Your Strategy for Success
- Neff & Moss Chapter 4: What is Driving Innovation? Technology, Society, and Innovation

#### **ASSIGNMENT DUE:**

- Nonprofit Proposal - Part I: 2- Page Proposal of Nonprofit (8pts)

### **Oct. 13 - Week 6**

#### **I. Strategy**

- a. Organizational Strategy (Growth, Stability, Retrenchment)
- b. Business Strategy (Finding a Nitch, Competitive, Cooperative)
- c. Functional Strategy (HR, IT, Finance, Marketing, etc)

#### **II. Developing a Strategic Service Vision**

- a. Service Vision
- b. Value
- c. Constituents
- d. Implications for Social Entrepreneurs

#### **III. Entrepreneurial Competitive Strategy**

- a. External Environment
- b. Strengths and Weaknesses
- c. Competitive Strategy

#### **IV. Cooperative Strategy**

- a. Cooperative Strategy
- b. Partnerships

## **Week and Topics**

### **READINGS:**

- Dees, Chapter 1: Developing a Strategic Service Vision
- Dees, Chapter 2: Developing an Entrepreneurial Competitive Strategy
- Dees, Chapter 3: Cooperative Strategy: Building Networks, Partnerships, and Alliances

### **ASSIGNMENT DUE:**

- Readings Presentations:
  - Team A - Dees, Ch. 2: *Developing an Entrepreneurial Competitive Strategy* - 10 pts.
  - Team B - Dees, Ch. 3: *Cooperative Strategy: Building Networks, Partnerships and Alliances* - 10 pts.

## **Oct. 20 - Week 7**

### **I. Strategy Formulation: Developing Long-Range Plans**

- a. Mission
- b. Goals & Objectives
- c. Program Development
- d. Policies

### **II. Organizational Design and Structure**

- a. Work Specialization
- b. Departmentalization
- c. Chain of Command
- d. Span of Control
- e. Centralization and Decentralization
- f. Contemporary Organizational Designs

### **III. Human Resources**

- a. *Staffing: The Right People, the Right Skills, the Right Roles*
- b. Personnel Policies and Procedures
- c. Fair Labor Standards Act; Family and Medical Leave Act
- d. Volunteer Services

### **IV. Feedback from peers (All teams will present a 5 minute overview of their proposal)**

### **READINGS:**

- Neff & Moss Chapter 6: Structure: Into the Belly of the Beast
- Neff & Moss Chapter 7: Staffing
- Dees, Chapter 4: Leading, Retaining, and Rewarding People Entrepreneurially
- Worth, Chapter 9: Managing Paid Staff and Volunteers

### **ASSIGNMENT DUE:**

- Readings Presentations:
  - Team C - Dees, Ch. 4: *Leading, Retaining, and Rewarding People Entrepreneurially* - 10 pts.
  - Team D - Dees, Ch. 9: *Managing Paid Staff and Volunteers* - 10 pts.

## **Week and Topics**

### **Oct. 27 - Week 8 (Special Topic Week)**

#### **I. Developing a “Development Plan”**

#### **II. Obtaining Resources**

- a. Friendmaking
- b. Philanthropic Fund-Raising
- c. Earned Income Strategies
- d. Government Support
- e. Other Development Strategies

#### **III. *The Future of Fundraising: New Money from New Donors in New Ways***

#### **IV. Feedback from Community Leaders (All teams will present a 10 minute overview of their proposal)**

#### **READINGS:**

- Dees, Chapter 6: Treating Your Donors as Investors
- Worth, Chapter 11: Philanthropic Fund-Raising
- Worth, Chapter 12: Earned Income Strategies
- Worth, Chapter 13: Government Support
- Case, Chapter 9: The Future of Fundraising

#### **ASSIGNMENT DUE:**

- Nonprofit Proposal - Part II: Industry Analysis and Environmental Scan (8pts)  
Part III: Strategy and Structure (8pts)

### **Nov. 3 - Week 9**

#### **I. Financial Management**

- a. Financial Management for Non Financial Managers
- b. Overview of Nonprofit Finances
- c. Nonprofit Financial Statements
- d. Developing and Managing Budget
- e. Financial Reporting
- f. Risk Management, Financial Policies, and Controls

#### **II. Strategy Implementation**

#### **READINGS:**

- Worth, Ch. 14: *Financial Management*

#### **ASSIGNMENT DUE:**

- Readings Presentations:
  - Team E - Worth, Ch. 14: *Financial Management* - 10 pts.

<b>Week and Topics</b>
<b>Nov. 10 - Week 10</b>
<p><b>I. Strategy Implementation - Continued</b></p> <ol style="list-style-type: none"> <li>Putting Strategy Into Action</li> <li>Components of Strategy Implementation</li> <li>Implementing Strategy (3 Key Leadership Tasks)</li> <li>Managing Organizational Change</li> </ol> <p><b>II. Managing Innovation</b></p> <p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>Dees, Chapter 11: Managing Organizational Change</li> <li>Neff &amp; Moss Chapter 8: Starting Your Innovation Projects: Managing Innovation at Your Organization</li> </ul> <p><b>ASSIGNMENT DUE:</b></p> <ul style="list-style-type: none"> <li>Nonprofit Proposal - Part IV: Implementation Plan (8pts)</li> </ul>
<b>Nov. 17 - Week 11</b>
<p><b>I. Evaluation and Control</b></p> <ol style="list-style-type: none"> <li>Tools for Measuring Organizational Performance</li> <li>The Control Process</li> <li>Risk management</li> <li>Power of Technology</li> <li>Stakeholder Engagement</li> </ol> <p><b>II. Nonprofit Proposal - Comprehensive Plan Presentations (Group A Presents)</b></p> <p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>Worth, Chapter 6: Ensuring Accountability and Measuring Performance</li> <li>Dees, Chapter 8: Performance Information That Really Works</li> </ul> <p><b>ASSIGNMENT DUE:</b></p> <ul style="list-style-type: none"> <li>Nonprofit Proposal - Part V: Key Success Factors (8pts)</li> <li>Presentation - Part VI: Comprehensive Plan Presentation (10pts) (A Binder will be submitted to with final Nonprofit Proposal Parts I-VI)</li> </ul>
<b>Nov. 24 - Week 12</b>
<b>I. Nonprofit Proposal - Comprehensive Plan Presentations (Groups B &amp; C Present)</b>
<b>Dec. 1 - Week 13</b>
<b>I. Nonprofit Proposal - Comprehensive Plan Presentations (Groups D &amp; E Present)</b>
<b>Dec. 8 - Week 14</b>
<b>Study Week</b>
<b>Dec. 15 - Week 15</b>
<b>I. Final Exam - Monday Dec. 16, 7:00pm-10:00pm (NO FINAL EXAM FOR THIS COURSE)</b>

