

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

**Course Number:** SW 393T18

**Instructor:** Suze L. Miller, LMSW

**Unique Number:** 62100

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**Semester:** Fall 2011

**Email:** suzemiller@sbcglobal.net

**Meeting Time:** Mon – 5:30 – 8:30 pm

**Office/Hours:** 3.104A M/W 5-5:30 pm

**Meeting Place:** Room 2.118

### NONPROFIT MANAGEMENT OF HUMAN SERVICES

#### **Course Description**

This course emphasizes achievement of human service goals and objectives through management control processes such as strategic planning, programming, budgeting, accounting, fiscal and programmatic data systems, and evaluation. Course materials and assignments provide the basis for evaluation of these processes as students prepare for field education in a variety of community agencies. Attention is given to organizational management and planning that promotes diversity in gender, age, sexual orientation, ethnicity, and culture.

#### **Course Objectives**

By the end of the course, the student will be able to:

1. Analyze the contributions of 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. Apply strategic planning principles for resource development and strategic management in human services organizations.
3. Conduct a management audit/operations analysis of a human service organization utilizing appropriate qualitative and quantitative statistical techniques.
4. 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.
5. 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 gender, age, ethnicity, culture, sexual orientation, or physical/mental condition.

#### **Teaching Methods**

Teaching methods to be used in this course include lectures, class discussions, case studies, and skill-building exercises.

### **Required Texts**

The following texts are required for this course:

1. Worth, M.J. (2012). Nonprofit Management: Principles and Practice. 2<sup>nd</sup> edition. Thousand Oaks, CA: Sage.
2. Dees, J.G., Emerson, J., & Economy, P. (2002). Strategic tools for social entrepreneurs: Enhancing the performance of your enterprising nonprofit. New York: Wiley.

### **Supplemental Readings:**

Assigned readings will be uploaded to Blackboard in advance of due dates.

### **Course Requirements**

This course is designed to provide basic information on a variety of nonprofit management issues while encouraging the student to focus on their own particular areas of interest. Students will be required to complete four “all class” activities and must choose one “individual project” for the full course grade.

Students may work alone or in groups no larger than three. In group projects, each member of the group receives the same grade.

#### **“ALL CLASS” ASSIGNMENTS**

- I. **Concept Paper (10%) Due Sept. 19**  
Write a one-page concept paper of the nonprofit agency/project/program you want to use and develop this semester. Course instructor will provide written feedback or suggestions to each student.
- II. **Industry Analysis (20%) Due Oct. 10**  
Using chapter 2 of the Dees text as a guide, develop a 4-6 page industry analysis of your concept, looking at the following
  - A. Relevant Social Value – list the value created by your service; list the other players in the market that are trying to do this program or services – know your competition.
  - B. New Entrants – who else might be entering this service area? Can you hold onto your market share?
  - C. Buyers – who might be willing to fund this initiative? For instance, the Lance Armstrong Foundation has community grants for projects related to cancer. To determine foundation interests, you may have to research the types of projects a foundation lists as their priorities.
  - D. Users – Identify potential number of persons needing your service in a designated service area ( i.e. city, county, state, etc.) Will this need grow or decrease over the next ten years?
  - E. Suppliers – What kind of staff, board, volunteers will you need to provide this service?
  - F. Substitutes – What is competing for your users? Obtaining the same service on line? Other afterschool programs? List potential substitutes.
  - G. Complementors – Is there a particular partner or partners that would bring added value to your concept?

III. **Budgets (20%) Due Nov 7**

Develop a comprehensive budget for your project. You will be provided with samples. Identify basic sources of income and expenses for an **annual budget**. Include a separate “start up” budget of expenses that will not appear as part of your annual operating budget. Start up expenses can include furniture, deposits, equipment, etc; often one-time costs or capital equip.

IV. **Social Enterprise Paper (10%); Due Nov. 21**  
**Class presentations (10%) Due Nov. 21 or 29**

Develop a social entrepreneurial idea to assist in funding your project. Write a 3-4 page concept paper on this idea. (Nov 21) For instance, LifeWorks, a program service youth, opened a Ben and Jerry’s Ice Cream shop to train youth in job readiness. Present your idea to the class (Nov 21/29)

**“INDIVIDUAL” PROJECTS (20%) (Choose one) Due no later than Nov. 29**  
**You may hand this assignment in any time during the semester**

- I. Write a grant to fund your project. Research and use a local or national foundation that lists your project/concept as one it may fund. I. Provide documentation that this foundation funds your type of project (3%) II. Use and attach the outline for the application from this foundation that may be interested in your project. (2%) If your grant requires the answers in a set amount of words, include the word count for each section. The purpose is to assist you in honing your message down to a succinct paragraph. Write your grant (15%)
- II. Develop a human resources concept paper that motivates employee performance, rewards attitude and cooperation, and/or provides an atmosphere where employees would be happy to work. Prepare your outline ahead of time. Outline: I. Current issues/corporate culture necessitating the change/project; II. Purpose of the Project; III. Description of Project; a) time frame; b) cost to company; c) who takes the lead; IV. Expected Outcome(s). The instructor will give you feedback and suggestions for your concept paper.
- III. Develop an “annual report” for your agency. Using a large nonprofit as a guide, you will put together at least a four page report that includes at a minimum, a short opening about the milestones in the previous year, end of year financials, donor page. You may include photographs and other graphics.

**Class Policies**

1. The class experience is co-constructed and students are expected to attend class regularly and to participate in an interactive framework between collegiate students and professor. Students are expected to **complete the readings prior to class** and should be well prepared to participate in discussions and experiential learning assignments. Failure to attend class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade.

Punctuality is an important professional practice. Class will begin promptly at 5:30. Students should make every effort to arrive on time. Late arrivals can disrupt the class process.

Students will be allowed **one unexcused absence**. If a student misses more than the allotted excused absence, the professor reserves the right to lower that student's final grade by one point for each class missed beyond the one allowed. If a student is going to be absent, efforts should be made to contact the professor in advance. Students are responsible for any material missed due to absence.

2. Except in the case of extended emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. Students are expected to turn in all required assignments on the agreed upon due date **at the beginning of class**. Assignments turned in after class starts will be considered late. Because technology can be unpredictable, **assignments will not be accepted via email**. **All assignments must be presented to the instructor in class**.

If accepted, late assignments will be assessed point penalties at the rate of three (3) points for each day late. If the due date is a problem, the student should see the professor and negotiate another due date well in advance.

3. If students are concerned about their class performance, the professor is more than willing to work with them to help improve their understanding of the class material of the assignments *prior to the end of the semester*. **Final grades assigned in the course are not negotiable**.
4. The ability to write in a professional manner is very important for social workers, particularly in the medical setting where they are working closely with physicians and other health care professionals. Written work must be typed, edited for grammatical, spelling and typographical errors. Work will be grade based on the American Psychological Association (APA- 5<sup>th</sup> edition) guidelines for references and citations.
5. Student feedback is welcome. Students are also encouraged to provide feedback during office hours, by phone, e-mail or appointment.
6. All 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 Section 1.07 of the National Association of Social Workers Code of Ethics.
7. The UT School of Social Work is a training ground for professionalism. Participation in class should be seen as an opportunity to hone skills in how to work with groups you may encounter in the work setting. Using diplomacy, tact, and cooperation with fellow students will provide students practice for future staff meetings and clinical teams. Professional demeanor in interaction with the professor will afford the students practice with future supervisors who will "grade" the professional's skills. Class presentations, if applicable, require professional dress.

### **Special Accommodations for Students with a Disability**

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259; 471-4641 TTY. Please notify the professor of any special accommodations that you may need prior to the end of the second week of class.

### **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://www.utexas.edu/depts/dos/sjs> ).

### **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 practice related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

### **COURSE GRADING CRITERIA**

Attendance and Participation	10%
Concept Paper	10%
Industry Analysis	20%
Budgets	20%
Social Enterprise/Presentation	20%
Individual Project	20%
<hr/> TOTAL	<hr/> 100%

### **GRADING SCALE**

**Graduate Students:** 100 - 94 = A; 93 - 90 = A-; 89 - 87 = B+; 86 - 84 = B; 83 - 80 = B-; 79 - 77 = C+; 76 - 74 = C; 73 - 70 = C-; 69 - 67 = D+; 66 - 64 = D; 63 - 60 = D-; 59 and below = F

### **COURSE SCHEDULE**

#### **WEEK 1**      **August 29, 2011 (Two weeks until next class – get ahead on reading!)**

Introduction to the Class  
Class Expectations  
Review of Syllabus  
Discussion of Student Concepts

#### Readings:

Dees: Chapters 1 and 2

**WEEK                    SEPTEMBER 5<sup>TH</sup>. LABOR DAY – NO CLASS**

**WEEK 2/3            September 12 and 19, 2011 (Concept Paper Due on the 19th)**

The Nonprofit Entity – Structure and Purpose  
IRS online course: <http://www.stayexempt.org/>  
Bylaws  
Collaborations/building partnerships

Readings:  
Worth, Chapters 1, 2 and 3  
Forming a Nonprofit ([www.idealists.org](http://www.idealists.org))

Readings:  
Dees: Chapter 3, 7  
Worth: Chapter 8

**WEEK 4                    September 26, 2011**

Board of Directors Development and Management

Readings:  
Dees: Chapters 5  
Worth, Chapter 4  
Posted: 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.

**WEEK 5                    October 3, 2011**

Management Principles and Practices  
Role of the Executive Director/Role of the Program Administrator

Readings:  
Dees: Chapter 11  
Worth, Chapters 5, 6  
Posted: Schmid, Hillel.(2006) Leadership Styles and Leadership Change In Human and Community Service Organizations. *Nonprofit Management & Leadership*, 17(2), 179-194.  
Curran, Carolyn J. Build Better communities with Better Management. Support Center for Nonprofit Management.  
Fann, Donald. Organizational Healing: New Hope for Nonprofits In Crisis. Support Center for Nonprofit Management.  
Blair, Gerard M. "What Makes a Great Manager?" Starting to Manage: the essential skills. Groups that Work. Chartwell Bratt(UK).

**WEEK 6**

**October 10, 2011 (Industry Analysis Due)**

Strategic Planning – GUEST SPEAKER  
Social Enterprise

Readings

Dees: Chapter 9, 12  
Worth, Chapters 7, 12, 16

**WEEK 7**

**October 17, 2011**

Budgeting  
Case 6.6 (handout)

Readings:

Worth, Chapter 13

**WEEK 8**

**October 24, 2011**

Funding and Fundraising

Readings:

Dees: Chapter 6  
Worth, Chapter 10, 11

**WEEK 9**

**October 31, 2011 – GUEST LECTURER**

**WEEK 10**

**November 7, 2011 (Start-up and Annual Budget Due)**

Human Resources  
Volunteer Services

Readings:

Dees: Chapter 4  
Worth, Chapter 9

**WEEK 11**

**November 14, 2011**

Program Development and Evaluation  
Catch up Week  
Special Topics  
In class work  
Consultations w/ Instructor

Dees: Chapter 8  
Worth: Chapter 14, 15

**WEEK 12**

**November 21, 2011 (Social Enterprise Concept Paper Due)**  
Class Presentations – Social Enterprise

**WEEK 13**

**November 29, 2011**  
Class Presentations – Social Enterprise  
Class Evaluations

**(Individual Project Due) on or before this date**