

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

Course Number: SW393T18

Unique Number: 60110

Semester: Fall 2019

Meeting Time/Place:

TH 11:30 pm – 2:30 pm

SSW 1.214

Instructor: Robert Ambrosino, Ph.D.

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Office Hours: W 12:30 pm – 2:00 pm,

TH 9:30 am – 11:00 am and by
appointment

Nonprofit Management in Human Services

I. STANDARDIZED 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. STANDARDIZED 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

The primary methods of instruction include lecture, analysis of contemporary case studies, class discussions, in-class group exercises, and reading assignments. Students are encouraged to meet individually with the instructor to review their progress in the course and to ask questions regarding the course content.

Students are expected to complete assigned readings *prior* to each class period and actively participate in class. Class attendance and participation are required and essential for successful completion of this course.

Canvas will be used for communication between students and the instructor. The class Canvas site can be accessed at <http://courses.utexas.edu> or the Social Work web page (requires Internet connection and computer UT EID and password). The Help Desk available through the UT home page (www.utexas.edu/its/help) or at 475-9400 is available to assist students with Canvas-related questions. Students can access computers through the Learning Resource Center located on the first floor of the social work building.

IV. REQUIRED TEXT AND MATERIALS

Worth, M.J. (2019). *Nonprofit Management: Principles and Practice*. 5th edition. Thousand Oaks, CA: Sage.

Note that the 5th edition of this text is required.

Additional reading materials, podcasts and Ted Talks will be assigned throughout the semester.

V. COURSE REQUIREMENTS

The grade in the course will be comprised of the following:

Class participation (25% of course grade)

The class participation grade includes attendance (see CLASS POLICIES below), online Canvas postings, and active participation in class discussions.

Non-profit human services agency (50% of course grade)

This assignment will involve the creation of a non-profit human services agency.

Students will be responsible for addressing each of the following aspects of the agency:

- Mission, vision, goals and operating strategies
- 2-year strategic plan
- Organizational structure
- Program offerings
- Governance
- Agency budget, including funding sources

- Fiscal and programmatic controls
- Human resources management and development (HRD)
- Quality assurance
- Plan for ensuring longevity of agency

Students will prepare a professional-quality report documenting the results of their work using a format posted on the course Canvas site.

A portion of each class will be set aside to facilitate completion of this assignment.

Detailed instructions

Students will follow the instructions below in completing this assignment.

1. Verify the steps required to register the agency with the Internal Revenue Service and the state of Texas.
2. Select a name for the agency that aptly describes the work of the agency.
3. Create a “brand” for the agency that includes a logo, color scheme, and tagline.
4. Define the client population(s) served by the agency.
5. Define the geographic scope covered by the agency.
6. Identify and describe the mission, vision, values, and operating principles of the agency.
7. Develop a 2-year strategic plan for the agency.
8. Define the agency organizational structure, including an organizational chart.
9. Describe the agency governance, including board membership, board structure and board development.
10. Identify the programs or services provided by the agency as well as specific outcome measures for each.
11. Describe the staffing model for the agency, including required credentials of each staff member.
12. Describe how inclusion and diversity will be incorporated into the agency.
13. Describe the agency human resource development (HRD) system.

14. Describe the agency quality assurance process (this process must address all aspects of agency operations).
15. Prepare a one-year operating budget for the agency, including sources and amounts of funding.
16. Describe the controls that will be established to ensure the financial integrity of the agency.
17. Describe the measures that will be taken to ensure the agency is achieving its stated mission.
18. Describe what strategies will be used to ensure the longevity or sustainability of the agency.

NOTE – This assignment may be completed individually or as a group with no more than three (3) members. If completed as a group, all students in the group will receive 65% of the grade earned by the group. The remaining 35% of the assignment grade will reflect peer evaluations, using the evaluation tool posted on the course Canvas site.

The deliverables for this assignment will be completed as shown in the following table.

Task	Points	Due Date
<p><u>Part I:</u></p> <ul style="list-style-type: none"> • Verify the steps required for registering the agency with the Internal Revenue Service (IRS) and the state of Texas. • Select a name for the agency that aptly describes the work of the agency. • Define the client population(s) to be served by the agency. • Define the geographic scope to be covered by the agency. • Define the programs and services provided by the agency as well the specific <u>outcome</u> measures for each • Create a “brand” for the agency 	25	9/26
<p><u>Part II:</u></p> <ul style="list-style-type: none"> • Describe the mission, vision, values, and operating principles of the agency. • Develop a 2-year strategic plan for the agency. 	15	10/10

Task	Points	Due Date
<u>Part III</u> <ul style="list-style-type: none"> • Describe how the agency will be governed (includes board membership, board structure and board development). 	15	10/20
<u>Part IV</u> <ul style="list-style-type: none"> • Describe the staffing model for the agency (includes required credentials of each staff member). • Describe the organizational structure of the agency (includes an agency organizational chart). • Describe how inclusion and diversity will be incorporated into the agency. • Describe the human resource development (HRD) plan that will be employed by the agency. 	25	10/31
<u>Part V:</u> <ul style="list-style-type: none"> • Prepare a 1-year agency operating budget (includes sources and amounts of funds). • Describe what controls that will be established to ensure the financial integrity of the agency. • Describe what measures will be taken to ensure that the agency is delivering on its stated mission. • Describe what strategies will be used to ensure the longevity of the agency. 	20	11/21
Assemble and submit final report	-	12/5
Point Total	100	-

Table note - the points associated with the various parts of the assignment reflect the contribution of each part to the entire assignment. The point total will be converted to a percent, which in turn, will be applied to the point total (50 points) for the assignment. For example, a point total of 82 = $82/100 = 0.82 \times 50 = 41$ out of 50 points.

Each individual/group will be expected to make a brief presentation of its human services agency to the rest of the class using a format posted on the course Canvas site.

Collaboration board game/drama (25%).

The ability to successfully engage in collaborations is becoming a key factor in the ability of nonprofit agencies to deliver on their stated mission. For example, funding sources are increasingly requiring proof of previous collaboration efforts as a condition of funding. This assignment is geared toward helping students understand the dynamics of the collaboration process using a unique medium (board game or theatrical performance).

Students will develop a collaboration board game **OR** produce a collaboration drama (theatrical performance) in completing this assignment. Each of these options is described in further detail below.

Collaboration board game – students will create a “collaboration board game” that reflects the dynamics of collaboration presented and discussed in class and in assigned readings. The board game must include the following components:

- a. Game rules
- b. Instructions for playing the game
- c. The game board itself
- d. Playing pieces
- e. Other materials required for playing the game (e.g., “money” used in the game of Monopoly)

The game can be patterned after a commercially-available game such as Monopoly, but the concept must be original.

In addition, the game should have the capability of being used as a training tool or device for developing collaboration skills, with an emphasis on conflict resolution and team building.

Collaboration drama – students will create a collaboration drama (3-act play) using the drama framework described in materials posted on the course Canvas site. The collaboration scenario upon which the play is based must be approved by the course instructor prior to beginning work on the collaboration drama.

The drama metaphor is being used to highlight the psychological confrontations of collaboration and partnership.

The collaboration drama (play) will follow the structure shown in the table below.

Act	Components
I	Opening scene, set-up/introduction, initial episode (first crisis)
II	Rising action (multiple, escalating crises leading to a major crisis or climax)
III	Climax, falling action (consequences of major crisis), resolution

The collaboration drama will unfold through a series of *episodes* in which characters (participants in the collaboration) interact. Each episode will represent a period of

communication between characters who act as players in a game that is constructed through the dialogue between them. Each episode will go through four phases: *scene-setting*, *build-up*, *climax* and *decision*, followed by *denouement*, or the action that sets up the next episode. Acts II and III of the play must contain at least three (3) episodes.

NOTE – the collaboration board game/drama assignment will be completed as a *group* exercise with no more than five (5) students per group. All students in the group will receive 65% of the grade assigned to the group. The remaining 35% of the assignment grade will reflect peer evaluations, using the evaluation tool posted on the course Canvas site.

Each group will be expected to present its board game or collaboration drama on the last day of class (December 5). The board game and 3-act play (and all supporting materials) will be due *in class* on the same day (December 5).

VI. GRADES

The following distribution will be used to assign grades in this course:

94.0 - 99.999	A	74.0 - 76.999	C
90.0 - 93.999	A-	70.0 - 73.999	C-
87.0 - 89.999	B+	67.0 - 69.999	D+
84.0 - 86.999	B	64.0 - 66.999	D
80.0 - 83.999	B-	60.0 - 63.999	D-
77.0 - 79.999	C+	Below 60	F

VII. CLASS POLICIES

Conduct and Civility: Social work students adhere to the Student Standards for Professional Conduct of the *NASW Code of Ethics* and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

Readings and Preparatory Assignments: Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through assignments 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. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.

Professional Communication and Interactions: Refrain from private conversations 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. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable.

Electronic Devices: All communication devices should be turned off or placed on silent mode and put away during class. Unless laptops are required for specific class sessions, students may not use laptops during class without prior permission from the professor. Grade is negatively impacted by student's failure to comply with this policy.

Class Attendance Policy: Attendance at every class is expected. Attendance is defined as students' attentive physical presence in class for the *entire* class (i.e., no late arrivals or early departures, unless approved in advance by the course instructor). Students missing more than three classes without a valid, verifiable excuse will be subject to a penalty of one letter grade. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

Class attendance will be taken at the *beginning* of the class throughout the semester. It is the students' responsibility to ensure that they have signed the attendance sheet. Any student caught signing an attendance sheet for a missing classmate will be referred to the Dean of Students for disciplinary action.

Assignments and Grades: Students are expected to turn in all assignments on or before 11:59 pm on the date that they are due using the course Canvas. A penalty of *5 points per day* will be assessed for all late assignments. Penalties for late assignments will factor into the grade achieved for the assignment.

Writing Style: The *Publication Manual of the American Psychological Association Sixth Edition* (APA) is the style manual to be used by all students in this course. The manual is available at the library or for purchase at the UT Co-op.

Use of Canvas: The professor uses Canvas Web-based course management /collective workspace. An orientation will be given the first day of class. If you do not have a personal computer and personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, and campus libraries.

Course Modification: To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule, assignment due dates, and links to documents and videos available through the Internet. Should any modifications be made, students will be notified both in class and by email and the modifications will be posted to Canvas.

VIII. UNIVERSITY POLICIES

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.

Professional Conduct and Civility in the Classroom. 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. 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 also 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. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

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 professor. The professor 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 may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

Policy on 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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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.

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/>.

Use of Course Materials. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary

action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor 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 sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

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, examination, work assignment, or 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.

Title IX Reporting. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

Campus Carry Policy. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

Classroom Confidentiality. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well.

As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

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 for keeping the university informed about a change of 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 <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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.

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 between 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>.

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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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

Date	Topic	Readings	Assignment(s)
August			
29	<ul style="list-style-type: none"> ▪ Introductions ▪ Review of course assignments ▪ Overview of the non-profit sector ▪ Theories of nonprofit sector and nonprofit organizations 	Chapters 2 and 3 of course text https://nccs.urban.org/project/nonprofit-sector-brief https://ssir.org/articles/entry/creating_high_impact_nonprofits#	Time will be reserved at the end of class for groups to plan strategy for completing collaboration board game or collaboration drama assignment.
September			
5	<ul style="list-style-type: none"> ▪ Marketing and communication 	Chapter 10 of course text	<i>What's in a name?</i> (in-class exercise)
12	<ul style="list-style-type: none"> ▪ Collaborations, partnerships, and mergers 	Chapter 8 of course text https://ssir.org/articles/entry/navigating_purpose_and_collaboration_in_social_impact_networks	
19	<ul style="list-style-type: none"> ▪ Developing strategy, building capacity, and managing risks 	Chapter 7 of course text https://ssir.org/podcasts/entry/strengthening_data_capacity_in_the_social_sector	
26	Lab Day – work on class assignments	No readings	Part I of nonprofit agency assignment due
October			
3	<ul style="list-style-type: none"> ▪ Continuation of topics from September 19 		
10	<ul style="list-style-type: none"> ▪ Non-profit governing boards 	Chapter 4 of course text	<i>Who's on my board?</i> (in-class exercise) Part II of nonprofit agency assignment due
17	<ul style="list-style-type: none"> ▪ Managing staff and service volunteers 	Chapter 9 of course text	
20			Part III of nonprofit agency assignment due
24	Lab Day – work on class assignments	No readings	
31	<ul style="list-style-type: none"> ▪ Ensuring accountability and measuring performance 	Chapter 6 of course text	Part IV of nonprofit agency assignment due
November			
7	<ul style="list-style-type: none"> ▪ Financial management ▪ Social enterprise and earned income 	Chapters 12 and 14 of course text https://ssir.org/articles/entry/scaling_nonprofit_impact_through_consulting	

Date	Topic	Readings	Assignment(s)
		https://ssir.org/articles/entry/is_you_r_nonprofit_built_for_sustained_innovation	
14	▪ Executive leadership	Chapter 5 of course text	
21	Lab Day – work on class assignments	No readings	Part V of nonprofit agency assignment due
28	No class – Thanksgiving holiday		
December			
5	<ul style="list-style-type: none"> ▪ Last day of class ▪ Class presentations ▪ Celebrate our accomplishments ▪ Nonprofit forecast ▪ Course evaluation 	No readings	<ul style="list-style-type: none"> ▪ <i>My greatest takeaway</i> (in-class exercise) Non-profit agency final report Collaboration assignment deliverables

X. BIBLIOGRAPHY

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Ott, J.S., & Dicke, L.A. (2015). *Understanding nonprofit organizations: Governance, leadership, and management*. (3rd edition). Boulder, CO: Westwood Press.

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