

## School of Planning, Public Policy and Management



### University of Oregon School of Planning, Public Policy and Management

#### PPPM 480: Nonprofit Management Spring Term 2020

**Professor Patricia Dewey Lambert**

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**Office Hours: Wednesdays 9:00 to 11:00 am, and by appointment.**

**GE: Katie Lively ([kgl@uoregon.edu](mailto:kgl@uoregon.edu))**

**Office: **location?****

**Office Hours: **date and time?****

**Class Time: Mondays and Wednesdays from 12:00 noon to 1:50 pm**

**Class Location: Lawrence Hall 166**

### Course Syllabus

#### Course Description

The nonprofit sector (also referred to as the independent, voluntary, civic, non-governmental organization, or charitable sector) is sometimes considered the third sector in society, after the business (for-profit) and government (public) sectors. Nonprofits are a vital part of society, employing millions of people around the world. In America, nonprofits are almost a trillion dollar industry, accounting for 5.3 percent of the nation's GDP and employing 12.3 million people.

This course will expose you to the breadth of challenges that nonprofit leaders and managers face in managing these increasingly complex organizations. This course will not only provide an overview in managing nonprofit organizations, but will also illustrate important concepts using research and real-world examples from the USA and around the world. We will examine common challenges faced by nonprofits working in a range of sectors and environments, and identify successful and not-so-successful approaches to address these issues. Throughout the course, we will use assignments and in-class exercises to simulate real-world scenarios in the nonprofit sector. Whether you are thinking of starting your own nonprofit, working for an existing one, or perhaps working with one of the many organizations that interact with nonprofits, this course should prepare you to engage with the sector. Throughout the term, you will also have the opportunity to explore prospective careers of interest to you in nonprofit management, and you will conduct in-depth study of a relevant research topic of interest to you for your final term paper.

This course consists of open-discussion lectures (standard lecture format but with students encouraged to interrupt and ask questions), class discussion of the assigned readings, and case study analysis. I want you to engage with the course material, and my goal is to try to facilitate that process. Special attention will be focused on developing your critical thinking and analytical capacities. You will be expected to complete all reading assignments prior to each class session and to actively participate in class discussions. Written assignments and class presentations should be prepared with attention to descriptive/factual content as well as to analytical clarity and careful presentation.

*Prerequisite: PPPM 280 Introduction to the Nonprofit Sector  
Students enrolled in this course must be Juniors or Seniors (preferably Seniors)*

### **Instructor**

Patricia Dewey Lambert, professor with the UO School of Planning, Public Policy and Management, has academic degrees and professional experience in the United States and Europe in classical music, international business, nonprofit arts management, and cultural policy. Her main research interest areas are in arts administration education, international cultural policy, arts in health, and performing arts center management.

### **Learning Outcomes**

By completing this course, you will be able to:

- Articulate the breadth of challenges in the nonprofit sector, including governance, funding, publicity, performance measurement, and staffing, that are felt by both start-up and established nonprofits.
- Review and analyze successful practices in nonprofit leadership and management.
- Research nonprofits in your sectors of interest and understand the specific challenges they face.
- Identify major trends and other factors affecting the future of the nonprofit sector and nonprofit management.
- Demonstrate professional research, writing, and presentation skills.

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### **Course Website and Email**

The course website is located on the University of Oregon's Learning Management System (LMS), Canvas. You can find it at <https://canvas.uoregon.edu>. The class syllabus, announcements and other materials will be posted there. Please check it frequently for updates.

I try to keep everyone well informed and I post assignment reminders for this course on the Canvas site set up for this course. I will respond to your email questions and correspondence as quickly as I am able (usually within 48 hours) during the workweek. I generally do not respond to email messages on the weekend. Please be mindful that email is business correspondence, and please respect my time by not sending me a question that you could easily find an answer to by yourself or by asking a classmate.

### **Classroom Environment**

In order to create a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases.

## **Professional Practice**

Students are expected to behave in a professional manner at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room temporarily, and refrain from non-learning activities. Students who fail to adhere to these guidelines will be asked to leave for the remainder of the class session.
- I expect all course assignments to be typewritten.

## **Writing Lab**

If you struggle with writing, I strongly encourage you to use the services of the Writing Lab: The Writing Lab begins week two of the term and closes at 5:00 pm the Wednesday of finals week. Free tutors are available. Upper-division and graduate student tutors are available on a drop-in basis or by appointment. (You must go to the writing lab to schedule your appointment.) 9:00am – 5:00pm, Monday – Friday, 72 PLC (Prince Lucien Campbell).

## **Plagiarism and Academic Misconduct**

You are expected at all times to do your own work. Copying content from other students or and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. For example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at:

[www.libweb.uoregon.edu/guides/plagiarism/students](http://www.libweb.uoregon.edu/guides/plagiarism/students).

## **Documented Disabilities**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

## **Sexual Violence, Harassment and Survivor Support**

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone.

UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at [safe.uoregon.edu](http://safe.uoregon.edu).

### **Inclusion Statement**

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, gender identity or expression and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or discrimination, you may report this (anonymously, if desired) to the Bias Response Team at <http://bias.uoregon.edu> or [brt@uoregon.edu](mailto:brt@uoregon.edu)

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## **General Course Information**

### **General Requirements and Information**

The general format of the course will be readings with lectures and discussions. It is expected that the assigned readings will be completed prior to the date in which they will be covered in the lecture. Special attention will be focused on developing students' critical thinking and analytical capacities. Written assignments and class presentations should be prepared with attention to descriptive/factual content as well as to analytical clarity and careful and compelling presentation. **Unless otherwise noted, please submit all assignments printed on paper in the class session in which the assignment is due.** Please do not submit your papers to me on Canvas or via email.

### **Grading Policy**

If you are concerned about something pertaining to the course in general (or anything else), feel free to visit me during office hours or make an appointment to speak with me. If you have a specific concern about the way a paper or a particular answer on an exam was graded, here is the policy on how to respond: (1) You must wait 24 hours before responding; then (2) briefly outline your concerns in writing (i.e., explain why you think the grade is incorrect), and submit this and your exam to me for reconsideration. I will get back to you with my response, also in writing, as soon as possible. Please do not hesitate to do this; you have every right to look out for your own interests!

A grading rubric will be disseminated to the class. Please remember that it is easy to keep track of your grades, assignments, and other important information on the *Canvas* site set up for this class.

### Grading Scale

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

For P/NP students: Please note undergraduate students must achieve 70% to receive a “P” for this course.

### Incomplete Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.” See <https://registrar.uoregon.edu/current-students/incomplete-policy>

### Attendance Policy

Attendance is taken in each class session and counts toward your Class Participation grade. We will not count attendance in the first week of class or on official UO holidays. Otherwise, each unexcused absence will reduce your course grade by half of one percentage point. “Excused” absences must be excused in advance of the class session by sending an email message to the GE to explain why you will be absent and to ask to be excused (for a legitimate reason such as illness, family emergency, job interview, etc.). Please note that excused absences from the midterm and final exam sessions will not be provided if you do not have a very significant and university-approved extenuating circumstance.

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## Course Requirements

The final grade will be determined by successful completion of course requirements as indicated below. Further details and guidelines for all requirements will be provided in class and will be made available on *Canvas*. **Please note that no late papers will be accepted**, except for university-approved extenuating circumstances.

Unless otherwise specified, all papers should be submitted in 12-point Times New Roman font, double spaced, and with 1-inch margins. Please adhere to page length specifications. Please submit each assignment printed on paper (and stapled!) in the class session when it is due.

**Assignment 1: Individual Career Exploration in Nonprofit Management Paper** 10%  
See detailed assignment guidelines and template.

**Assignment 2: Nonprofit Sector/Organization Topic Term Paper** 25%  
A 10-page research paper. See detailed assignment guidelines.

**Case Study Analysis Group Presentation** 5%  
In-class group presentation on your assigned case study for discussion (pp. 472-501).  
See detailed assignment guidelines.

<b>Midterm Exam</b>	20%
<b>Comprehensive Final Exam</b>	30%
<b>Class Participation</b>	10%
Attendance at all class sessions, demonstrated preparation of required readings, and active and meaningful engagement in all class discussions.	

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## Course Materials

### Required Textbook and Readings (*textbooks available online or at the UO Bookstore*)

Worth, Michael J. 2019. *Nonprofit Management: Principles and Practice*, 5<sup>th</sup> edition. Thousand Oaks, CA: Sage – CQ Press.

**Please make sure that you get the current 5<sup>th</sup> edition of this textbook!**

All additional readings will be provided to you on Canvas or in class as handouts.

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## Course Schedule of Topics, Required Readings, and Assignments

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### Week 1: Introduction to Nonprofit Management

*Your assignment during Week 1:* Read Week 1 and Week 2 readings and familiarize yourself with the course requirements, noting all assignment due dates in your own academic calendar. Begin thinking about Assignment 1 and Assignment 2.

*This Week's Learning Objective:*

*You will be introduced to the professional field of nonprofit management and to this course.*

#### Assigned Readings:

*Nonprofit Management*

Chapter 1: Nonprofit Management as a Profession and a Field of Study (pp. 1-18)

#### Class 1 (March 30)

Students' and Instructor's Introductions  
 Overview of the Course Structure and Content  
 Discussion of Course Assignments and Requirements  
 Introduction to the Field of Nonprofit Management

#### Class 2 (April 1)

Introduction to the Field of Nonprofit Management

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### Week 2: Overview of the Nonprofit Sector

*To do this week:* Read Week 3 assigned readings and begin working on Assignment 1 and Assignment 2. Prepare Assignment 2 Topic Selection Form to submit in Week 3.

*This Week's Learning Objective:*

*Refreshing your memory from PPPM 280, you will learn about the history, size, theories, and organizational models found within the nonprofit sector in the United States. You will also learn the main steps involved in establishing a new nonprofit organization.*

**Assigned Readings:**

*Nonprofit Management*

Chapter 2: Overview of the Nonprofit Sector (pp. 18-51)

Chapter 3: Theories of the Nonprofit Sector and Nonprofit Organizations (pp. 52-79)

**Class 3 (April 6)**

What does America's nonprofit sector entail?

What are major theories that frame the sector?

**Class 4 (April 8)**

What are diverse models and characteristics of nonprofit organizations?

What is involved in establishing a nonprofit organization?

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**Week 3: Leading the Nonprofit Organization**

*To do this week:* Complete readings for Week 4. Work on Assignment 1. Submit **Assignment 2 Topic Selection Form this week**; not doing so will result in an automatic 10% reduction on the assignment grade.

*This Week's Learning Objective:*

*You will explore issues pertaining to organizational structure and design, governance, executive leadership, and human resources within nonprofit organizations.*

**Assigned Readings:**

*Nonprofit Management*

Chapter 4: Nonprofit Governing Boards (pp. 80-113)

Chapter 5: Executive Leadership (pp. 114-141)

Chapter 9: Managing Staff and Service Volunteers (pp. 242-273)

*Additional Reading*

Jonker, K. & Meehan, W.F. (2014). A Better Board Will Make You Better. SSIR

[https://ssir.org/articles/entry/a\\_better\\_board\\_will\\_make\\_you\\_better](https://ssir.org/articles/entry/a_better_board_will_make_you_better)

**Class 5 (April 13)**

What are best practices in leading and managing the nonprofit's governing board?

**Class 6 (April 15)**

**DUE: Assignment 2 Topic Selection Form**

What is the leadership role of the nonprofit CEO?

What management theories may best support the CEO's management of staff and volunteers?

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**Week 4: Strategic Planning and Ensuring Accountability**

*To do this week:* Complete readings for Week 5. Complete Assignment 1 (due this week) and work on Assignment 2. Study for Midterm Exam.

*This Week's Learning Objective:*

*You will explore strategies and approaches to strategic planning, as well as the integration of evaluation design within the planning process.*



**Assigned Readings:**

*Nonprofit Management*

Chapter 6: Ensuring Accountability and Measuring Performance (pp. 142-179)

Chapter 7: Developing Strategy, Building Capacity, and Managing Risk (pp. 180-213)

*Additional Readings*

Allison, M. (2015). Strategy Needs a Plan. SSIR

[https://ssir.org/articles/entry/strategy\\_needs\\_a\\_plan](https://ssir.org/articles/entry/strategy_needs_a_plan)

Starr, K. (2012). The Eight-Word Mission Statement. SSIR

[https://ssir.org/articles/entry/the\\_eight\\_word\\_mission\\_statement](https://ssir.org/articles/entry/the_eight_word_mission_statement)

**Class 7 (April 20)****DUE: Assignment 1 (Career Exploration Paper)**

How do nonprofit organizations engage in effective strategic planning processes?

**Class 8 (April 22)**

*Study Guide for the Midterm Exam will be provided at the end of class.*

How can program evaluation and accountability measures be integrated into strategic planning processes?

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**Week 5: Nonprofit Collaborations and Midterm Exam**

*To do this week:* Take the Midterm Exam and complete the assigned readings for Week 6. Work on Assignment 1 and Assignment 2.

*This Week's Learning Objective:*

*You will investigate the ways in which collaborations, partnerships, and mergers are increasingly affecting the nonprofit sector.*

**Assigned Readings:**

*Nonprofit Management*

Chapter 8: Collaborations, Partnerships, and Mergers (pp. 214-241)

**Class 9 (April 27)**

*Short review session for the midterm exam at the end of the class session.*

How and why is the American nonprofit sector increasingly engaged in collaborations, partnerships, and mergers?

**Class 10 (April 29)****MIDTERM EXAM**

The midterm exam will take place in this specific class session. No re-scheduling of the examination will be available to students, except for university-approved extenuating circumstances.

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**Week 6: Social Entrepreneurship and Managing International Nonprofits**

*To do this week:* Complete readings for Week 7. Work on Assignment 2.

*This Week's Learning Objective:*

*You will be introduced to the special topics of social entrepreneurship and managing international nonprofits.*

**Assigned Readings:**

*Nonprofit Management*

Chapter 16: Social Entrepreneurship and Innovation (pp. 434-451)

Chapter 17: Governing and Managing International and Global Organizations (pp. 452-468)



**Class 11 (May 4)**

How does the field of social entrepreneurship intersect with nonprofit management, and what kinds of opportunities exist in this area?

**Class 12 (May 6)**

What role do international and global nongovernmental organizations play in our increasingly interconnected world?

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**Week 7: Securing the Nonprofit's Financial Resources – Contributed Income**

*To do this week:* Complete readings for Week 8. Work on Assignment 2.

*This Week's Learning Objective:*

*You will learn about strategic oversight of securing contributed financial resources that are crucial to a nonprofit organization's operations. In this course, we focus on strategic leadership and management of this area; other PPPM courses go into great detail into theory and practice of fundraising, grantwriting, and philanthropy.*

**Assigned Readings:**

*Nonprofit Management*

Chapter 12: Financial Management (pp. 322-353)

Chapter 13: Philanthropic Fundraising (pp. 354-387)

Chapter 15: Government Grants and Contracts (pp. 416-431)

*Additional Reading*

Gregory, A.G. & Howard, D. (2009). The Nonprofit Starvation Cycle. SSIR

[https://ssir.org/articles/entry/the\\_nonprofit\\_starvation\\_cycle](https://ssir.org/articles/entry/the_nonprofit_starvation_cycle)

**Class 13 (May 11)**

What is involved in financial management of nonprofit organizations, and what financial systems and controls need to be in place?

**Class 14 (May 13)**

How can the nonprofit leader navigate the diverse and ever-changing landscape of contributed revenue streams to cultivate support for the organization's work?

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**Week 8: Securing the Nonprofit's Financial Resources – Earned Income**

*To do this week:* Complete readings for Week 9. Complete Assignment 2 for submission in Week 9.

*This Week's Learning Objective:*

*You will learn about strategic oversight of securing earned revenues that are crucial to a nonprofit organization's operations. In this course, we focus on strategic leadership of social enterprise and nonprofit marketing; other PPPM courses go into great detail into social enterprise and strategic communications.*

**Assigned Readings:**

*Nonprofit Management*

Chapter 14: Social Enterprise and Earned Income (pp. 388-415)

Chapter 10: Marketing and Communications (pp. 274-301)

*Additional Reading*

Battilana, J., et al. (2012). In search of the hybrid ideal. SSIR

[https://ssir.org/articles/entry/in\\_search\\_of\\_the\\_hybrid\\_ideal](https://ssir.org/articles/entry/in_search_of_the_hybrid_ideal)

**Class 15 (May 18)**

What is social enterprise, and how can it be used by nonprofit organizations?

How can the nonprofit leader strategically engage marketing communications to increase earned revenue?

### **Class 16 (May 20)**

*In-class case study analysis working groups to prepare for group presentation in Week 10.*

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## **Week 9: Government, Advocacy, and the Nonprofit Organization**

*To do this week:* Complete readings for Week 10 and prepare for your Case Study Analysis Group Presentation.

*This Week's Learning Objective:*

*You will learn how nonprofit sector leaders can be successful advocates for government support of the nonprofit sector. In this course, we focus on strategic leadership of advocacy and lobbying functions; other PPPM courses go into great detail into advocacy and lobbying.*

### **Assigned Readings:**

*Nonprofit Management*

Chapter 11: Advocacy and Lobbying (pp. 302-320)

### **Class 17 (May 25 – NO CLASS – Memorial Day)**

### **Class 18 (May 27)**

#### **DUE: Assignment 2 (Term Research Paper)**

How can nonprofit managers participate in advocacy to improve government support of the nonprofit sector?

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## **Week 10: Course Synthesis and Case Study Analysis**

*To do this week:* Participate in your Group Case Study Analysis Presentation and prepare for the final exam.

*This Week's Learning Objective:*

*We will wrap up the course with applying course material to discussion of case studies, framed by your group presentations. This synthesis of the course will also offer a review session for the comprehensive final exam.*

### **Assigned Readings:**

*Nonprofit Management*

Case Study 1: New York City Opera (pp. 472-478)

Case Study 2: Share Our Strength / No Kid Hungry (pp. 479-487)

Case Study 3: The Y (pp. 488-493)

Case Study 4: The Girl Scouts (pp. 494-501)

### **Class 19 (June 1)**

*Study Guide for the Final Exam* is provided at the end of the class period.

#### **DUE: Case Study Analysis Group Presentations**

In-class discussion: course material synthesis, application, and wrap-up.

### **Class 20 (June 3)**

*Review Session for the Final Exam* at the end of the class period

#### **DUE: Case Study Analysis Group Presentations, continued**

In-class discussion: course material synthesis, application, and wrap-up.

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## **Final Exam – Monday, June 8, 2020 at 10:15 am**

The comprehensive final exam will take place at the UO-designated exam period.

No re-scheduling of the examination will be available to students, except for university-approved extenuating circumstances.

The final exam may not be taken in advance of this final exam session.