

San José State University
School/Department
PADM 220: Non-Profit Management

Course and Contact Information

Number of Units:	Three (3)
Prerequisites	PADM 210 and PADM 218
Instructor:	Maya Esparza
Office Location:	Clark 406G
Telephone:	(408) (924-8334)
Email:	alexandrina.Esparza@sjsu.edu
Office Hours:	By appointment
Class Days/Time:	Monday 6-8:45pm
Classroom:	Clark 306

NOTE: THIS IS A GREEN CLASS
ALL PAPERS WILL BE SUBMITTED ELECTRONICALLY
THROUGH E-MAIL * NO HARD COPIES ACCEPTED

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty *page and* on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

Nonprofit management studies and practices are constantly evolving, with scholars and practitioners learning together and from one another. Effective nonprofit managers must be able to sort through a variety of perspectives – not only those of practitioners and scholars, but also those focused on specific subsectors, organizational

models, or different areas of the world. In addition, nonprofit managers must be able to identify key elements of several cross-cutting issues – most notably ethics, diversity, and technology – that can complicate or help address management challenges. Having an understanding of various and oftentimes competing perspectives on nonprofit management can help nonprofit professionals navigate ambiguity and manage change, and at the same time address the concerns of various stakeholders, both internal and external. Focusing primarily on internal nonprofit management issues in the U.S. context, this course exposes students to a set of core and emerging theories for a range of topics related to nonprofit management, including: leadership and governance; accountability and performance management; and resource development and financial management. Relevant theories are presented alongside examples of various organizational models and management functions, and in light of current practitioner best practices, common pitfalls, and emerging trends in the sector.

Learning Outcomes and Course Objectives

Course Objectives

1. Introduce core and emerging theories and concepts as they relate to nonprofit management.
2. Expose students to best practices, common pitfalls, and emerging trends in nonprofit management.
3. Provide a foundation for understanding persistent and emerging issues in nonprofit management, from both scholarly and practitioner perspectives.
4. Provide a framework students can use to apply nonprofit management concepts and theories to case studies and real-life scenarios.
5. Provide students with a set of skills that enables them to assess the relative merits and applicability of various perspectives on nonprofit management.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. SLO 1. Demonstrate an understanding of a range of nonprofit management concepts and theories and their application
2. SLO 2. Analyze, synthesize, think critically, solve problems and make decisions by analyzing case analyses projects.
3. SLO 3. Demonstrate capacity to lead and manage in public governance by understanding nonprofit management challenges and best practices, including strategies for mitigating the impacts of challenges and implementing best practices.
4. SLO4. Communicate and interact with a diverse and changing workforce and citizenry through a series of homework assignments requiring responses to scholarly articles in the discipline, classroom participation, and the final paper that includes a more in-depth literature review and a short oral presentation.

Textbook

Worth, Michael J. (2017). *Nonprofit Management: Principles and Practice. Fourth Edition. Thousand Oaks, CA: Sage Publications.* ISBN: 978-1483375991

Libby and Dietrick. (2017). *Cases in Nonprofit Management: A Hands-On Approach to Problem Solving. Thousand Oaks, CA: Sage Publications.* ISBN: 978-1483383484

Collins, James C. (2001). *Good to Great: Why Some Companies Make the Leap...And Others Don't.* New York, NY: HarperBusiness. ISBN: 978-0066620992

Collins, James C. (2005). *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great.* New York, NY: HarperBusiness. ISBN: 978-0977326402

Other Readings

Other readings are available on E-reserves in the library or will be emailed to the class directly.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), in preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

1. **Case Paper.** The cases describe management and governance challenges. Prepare one double-spaced, 3 page maximum (12 point font, 1 inch margins) case paper. You may turn in two case papers for grading with only the best grade counted. **The paper for a particular case is due during the session in which the case is discussed.** Late papers will not be accepted. A high quality paper will show excellent understanding of course ideas and the case, along with accurate application of nonprofit management concepts and theories to case studies and real-life scenarios (SLO 2). It will offer a clear, direct analysis and well argued position, supported with course material. Use the paper to demonstrate your ability to assess a situation and strategize on how to improve it and avoid future problems. Acknowledge when you are making assumptions or predictions.

<i>Criteria and grades for the case papers</i>	<i>A</i> <i>Excellent</i>	<i>A-</i> <i>Very good</i>	<i>B+</i> <i>Good</i>	<i>B</i> <i>Fair</i>	<i>B-</i> <i>Poor</i>
Demonstration of accurate understanding of case					
Application of ideas from course materials					
Argument behind/justification for positions					
Writing quality (engaging, concise, clear, grammatically correct, lack of spelling errors)					

Use of headings, tables, bullets, figures and other devices for efficiency and emphasis					
---	--	--	--	--	--

2. **Executive Summary.** Each student will read the two assigned books *Good to Great* and *Good to Great for the Social Sector*. You will write one executive summary of the two books, not to exceed 5 pages. See information on executive summaries from PADM 210. The executive summary is due as noted in the syllabus. One cannot achieve the grade of “A” on the summary without relating the book to the relevant issues in class. *Good to Great* relates to the leadership class. The summary is due by the night that topic is addressed.
3. **Take Home Exam:** The exam will consist of questions designed to demonstrate an understanding of a range of nonprofit management concepts and theories and their application (SLO1). The exam will cover cases as well as other course material. The exam will be take-home.
4. **Final Paper Team Project:** The purpose of this project is to create an opportunity to demonstrate an understanding of nonprofit management challenges and best practices, including strategies for mitigating the impacts of challenges and implementing best practices (SLO3). Students are also expected to demonstrate the ability to engage in collective efforts to distill information, synthesize literature, and assess the relative merits and applicability of emerging or “hot” topics in nonprofit management (SLO4). Use the ideas and concepts discussed in class and in the readings in the analysis of a real organizational situation. Your choice of situation will be an important one, and will call for considerable judgment and discretion on your part in deciding whether it is feasible to use it for the purposes of the case study. In essence, the case study invites you to identify an organizational **problem** for the purpose of analysis.

For this project, interview two nonprofit leaders to identify situations faced by them as leaders of their nonprofit. They should tell you about a challenge handled well and one not handled well. No leader can be interviewed by more than one person in the class -- all interview choices must be cleared with the Instructor before interviews are requested. The paper is due the second to last week of class. Papers and projects will be prepared by groups of 2-4 students. At the end of the course, individuals or teams will present their case studies to the class. Each individual or team will begin with a presentation of the case situation and analysis, followed by an invitation to the class to engage in further discussion. Presentations will not take longer than 25 minutes. Approach this as a formal presentation that you would make at a meeting of work colleagues.

On the night assigned, the team will present their plan. Each team may use charts, PowerPoint and other materials to support the presentation. The team members will each grade all team members, using the attached form.

Criteria for Evaluating the Final Paper

The comprehensiveness and care with which the case situation being analyzed is described.
The professionalism with which the report is presented.
The complexity of the case (cases that are very simple and offer little challenge will not necessarily earn a high grade).

Demonstrated understanding of relevant theories and concepts that can be used to explain the case situation; a discussion of alternative ways of viewing the case will be particularly valuable when relevant.

Quality of discussion linking theory to data, i.e. the persuasiveness of your analysis and general conclusions. Keep it focused on just a few key themes to be convincing.

5. **Personal Mission/Values Statement:** The course requires personal reflection in addition to objective analysis. Prepare a one-page paper that outlines your personal mission statement and core values. The purpose of this paper is to help give you perspective for your later analyses in this course. Later papers should state how your strategies and methods relate to your personal values statement. The paper can be double-spaced (12 point font, 1 inch margins) OR a PowerPoint/graphic/mind map. This exercise is a tool to help you personally and professionally.

A personal mission statement provides clarity and gives you a sense of purpose. It defines who you are and how you will live. Keep it brief— about 3-5 sentences.

A value is a what is important to us— most people have about 5 values that they identify with as a core value. As a leader, you will align with your values on a daily basis.

6. **Class Participation:**

1. **Outstanding Contributor (A):** Contributions reflect exceptional preparation. Ideas offered are always and provide major insights and direction for class. Arguments are persuasive.
2. **Good Contributor (A-):** Contributions reflect thorough participation. Ideas are usually substantive, provide good insights, and sometimes direction for the class. Arguments are often persuasive.
3. **Adequate Contributor (B+):** Contributions reflect satisfactory participation. Ideas are generally useful and substantive but seldom offer a new direction for the discussion. Arguments are fairly well substantiated and sometimes persuasive.
4. **Non-participant (B):** This person has said little or nothing in the class. If this person were not a member of the class, the quality of the exercises and discussions would not be changed.
5. **Unsatisfactory contributor (C):** Contributions reflect inadequate preparation. Ideas offered do not provide a constructive direction for the class and often are obvious or confusing. Integrative comments and effective arguments are absent.

Grading Policy

Assignments	Percentage
Case Paper & Executive Summary	20%
Take Home Exam	30%
Final Paper Project & Presentation	25%

Class Participation	10%
Team Evaluation Sheet	10%
Personal Values Statement	5%

Total Points: 100

Student’s grade will be determined by a weighted average of the letter grade earned. The letter conversion follows.

A+: 98-100%	A: 95-97%	A-: 91-94%
B+: 88-90%	B: 85-87%	B-: 81-84%
C+: 78-80	C: 75-77%	C-: 71-74%
D+: 68-70%	D: 65-67%	D-: 61-64%
F: <60%		

A grade of “A” reflects mastery of the material, with a strong and successful effort to think creatively about and go beyond the assigned material. A grade of “B” reflects a decent, comprehensive awareness of the assigned material. A grade of “C” reflects understanding of much of the material, but relatively weak and/or insufficient preparation of written work. A score of less than “C” reflects significant gaps in knowledge or repeated lack of performance in the various aspects of the course.

Classroom Protocol

Late assignments: Late assignments will be docked 10 percentage points, or one full letter grade, for every day they are late (e.g., B+ will become C+). Students should submit their assignments before the class starts, unless there is any other notification (e.g. 6:00 p.m.). Any assignment submitted after this time will be considered late. (The instructor will consider a paper submitted after 11: 59 p.m. as a half day late, with a 5% penalty.) **Computer crashes, printer failures, and rush-hour traffic are not acceptable excuses for late assignments. Plan ahead to be sure that you can submit your assignment on time.**

Make-up Exam: I will not hold makeup exams, and I will not grant extensions on the written assignments. However, I will take into consideration any truly extenuating circumstances that would preclude your ability to attend a class lecture, be present on the exam date, or prepare an assignment by the deadline. There are no make-ups for missed presentations or in-class case work.

Electronic usage: I will not prohibit students from using electronic devices. However, if the instructor finds that a student is chatting or watching another website during the class, **the student automatically will lose 10 points from his/her final grade, and the instructor will ask the student to leave the classroom.** Please understand that this kind of behavior will distract other students in the class.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras;

video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU



Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit **Counseling Services website** at <http://www.sjsu.edu/counseling>.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/29	Welcome! Introduction of the course Review course objectives & syllabus, including assignments & rationale. ✓ Worth, Chapter 1, pp. pp. 3 – 15
2	2/5	No Class
3	2/12	Overview of Nonprofit Organizations & the Sector ✓ Worth, Chapters 2 Class Activity: Examination of Nonprofits and IRS definition http://www.irs.gov/Charities-&-Non-Profits/Charitable-Organizations/Exemption-Requirements-Section-501(c)(3)-Organizations http://www.irs.gov/Charities-&-Non-Profits/How-to-Stay-Exempt-1 http://www.irs.gov/Charities-&-Non-Profits/Other-Non-Profits http://www.irs.gov/Charities-%26-Non-Profits/Lobbying **Personal Mission/Values Statement Due**
4.	2/19	Ethics and Legal Context Key Concepts & Theories on Nonprofit Organizations & the Sector ✓ Worth, Chapters 3.
5.	2/26	Board Governance **Submit Final Paper Topic to Instructor for Approval by Feb. 28th** ✓ Worth, Chapters 4 <i>Case Question: Case 2.4- What weaknesses and strengths were exhibited by the Bicycle and Pedestrian Coalition and/or executive director? At your conclusion, what steps do you think should the board and executive director take to further their development and effectiveness?</i>
6.	3/5	Executive Leadership **Good to Great Executive Summary Due March 7th** ✓ Worth Chapter 5 <i>Case Question: Case 3.1- What is the board's responsibility to the stakeholders in the community? What could the board have done to communicate its priorities and goals to the organization? How should the board respond?</i>
7.	3/12	Accountability and Effectiveness ✓ Worth, Chapter 6, pp. 135 – 167

Week	Date	Topics, Readings, Assignments, Deadlines
8.	3/19	<p>Strategic Management,,: Setting Mission</p> <ul style="list-style-type: none"> ✓ Worth, Chapters 7 (p.171-185) ✓ Class activities: You have been asked to help establish a nonprofit organization. Identify a preliminary plan by developing mission statement, board composition.
9.	3/26	<p>Spring Break</p>
10.	4/2	<p>Strategic Management,,: Strategic Planning</p> <ul style="list-style-type: none"> ✓ Worth, Chapters 7 (p.186-198) <p><i>Case Question: Case 5.3- Outline the steps Louisa should take to lead an effect strategic planning process— including who should be involved, what resources will needed to complete the process, what potential challenges may need to be addressed and what are some trade-offs that may need to be considered along the way?</i></p>
11.	4/9	<p>Managing Staff and Managing Volunteers</p> <ul style="list-style-type: none"> ✓ Worth, Chapter 9 ✓ <i>Case Question: Case 6.4- What are the benefits and challenges of operating a lean nonprofit that relies on volunteers? What could Coast First have done differently?</i> <p>** Team Evaluation Sheet Due**</p>
12	4/16	<p>Marketing and Communications</p> <ul style="list-style-type: none"> ✓ Worth, Chapter 10 <p>Philanthropic Fundraising Earning Strategy and Government Support</p> <ul style="list-style-type: none"> ✓ Worth, Chapter 13, 14, 15 ✓ <i>Case Question: Case 9.3- What should the board have considered when they engaged in their contract with MODO? Is it ever reasonable for non-profits to spend 80% of their revenue on fund-raising expenses? Why/Why not?</i>
13	4/23	<p>Financial Management</p> <ul style="list-style-type: none"> ✓ Worth, Chapter 12
14	4/30	<p>Advocacy and Lobbying</p> <ul style="list-style-type: none"> ✓ Worth, Chapter 11

Week	Date	Topics, Readings, Assignments, Deadlines
15	5/7	Wrap up and Conclusion Worth, Chapter 16 Activity: Compare & Contrast Entrepreneurial Nonprofits Discussion: Social Entrepreneurship: What's all the fuss about? **Final Take-Home Exam Submission**
16	5/14	Final Paper Submission & Project Presentations
17	5/21	Final Paper Project Presentations

Team Evaluation Sheet

Team	Participation in research	Contribution to the plan	Contribution to the .	Participation in the .	Total
Move					
Maximum Point Value	2	3	3	2	10
<Mv name>					
TEAM					
M					
STU					

Instructions:

Circle your team's topic.

Type your last name in the box provided

List the last name of each student on your team, including yourself, in alphabetical order under the heading

Consider the following factors in assigning a numerical value:

1. The value of this student's participation in each element

2. This student's contribution was on time

Give each team member – including yourself – a score of 0 to maximum based on your evaluation.

Complete score sheet is due to the professor on April 11.