

### BUS 305 Management of Non-Profit Organizations (3 credit hours) Winter 2013

### Class Schedule

Time: Tuesdays & Thursdays, 1:00 – 2:15 p.m. Location: Room A2141

# **Instructor Information**

Instructor: Professor Randy Poon, MBA, PhD (Cand.) Phone: 410-2000 (ext. 6513) Email: RPoon@ambrose.edu Office: Room #2055 Office hours:

- Wednesday and Fridays 11:15 a.m. 12:30 p.m.
- By appointment

# **Course Description & Objectives**

There are an estimated 165,000 nonprofits and charitable organizations in Canada. Nonprofits are an important part of our society, operate in many diverse areas of our economy, and are important for the initiation and implementation of many government programs and services. It has been recognized that one of the biggest issues facing the nonprofit sector today is the quality of management. Nonprofits are faced with a multitude of challenges and the leaders of today's nonprofits must be prepared to face a complex environment that is rapidly changing on many fronts.

This course is designed to provide current and future nonprofit managers and leaders with an overview of a range of nonprofit management concerns and practices. Course projects and discussions expand students' management skills, analytical tools, and knowledge. Students take the perspectives of nonprofit managers, volunteers, board members, policy makers, donors, and clients. This course is built on the assumption that students learn more if they are actively engaged with the material. Exercises and discussions allow students to test knowledge, formulate ideas and strategies, respond to management dilemmas, and get immediate feedback from classmates and the instructor.

# Course Objectives

Upon successful completion of this course, students can expect to have:

- General understanding of nonprofit organizations in the Canadian context
- Knowledge of nonprofit leadership and management
- Knowledge of the ethical and accountability issues facing nonprofits
- Experience in analyzing management dilemmas and proposing responses
- Overview of social entrepreneurship

# Textbook and Readings (required)

Worth, M. J. (2012). Nonprofit management: Principles and practice (2nd ed.). Thousand Oaks, CA: Sage.

Additional assigned readings (TBD)

# **Course Requirements & Evaluation**

Course grading and evaluation will be conducted according to the following:

Group Case Studies	30%
<ul> <li>Each of the two case studies are worth 15%</li> </ul>	
• The grades will be based 65% on report; 35% on presentation	
Midterm Exam	30%*
Final Exam	30%*
Class Participation/Attendance	10%*

To pass the course, students must achieve an overall grade of at least 50%, AND must obtain at least 50% (35 of 70) on the individual student elements (marked by an asterisk). In other words, students must earn a combined passing grade on the non-group elements in order to pass the course.

Note: All assignments (with the exception of exams) are due in Moodle by the time indicated in the Weekly Reading and Assignment Schedule. Late assignments will lose 5% per day late. Assignments will not be accepted more than 7 days late.

# Group Case Studies:

Throughout the semester, there will be two group case studies that will bring further depth to the lecture and reading material.

Each of these case studies will involve a written report and a concise 7-8 minute, in-class presentation. The written reports should be between 6-8 pages, 12-point font, 1<sup>1</sup>/<sub>2</sub> line spacing, 1-inch margins, plus a bibliography or works cited page, and demonstrate critical thinking and professionalism. That is, they should be thoughtful, clear, and free of grammatical mistakes. When citing your external sources, please use the APA or MLA writing styles.

The in-class presentations should summarize your analysis and recommendations for that project. There is no need to cover all the elements included in your written report. When making presentations, groups should also allow an additional few minutes to field questions, comments, or debate from the class. The presentation should be informative and interesting; try to make your presentation a learning experience for the class.

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (0 - 1.25 - 2.5 pts.)
Purpose and Content (30%)	The written document has a well-developed thesis and addresses most or all the issues at stake. The paper demonstrates excellent development of subsequent ideas and focuses on relevant details. Clearly explained examples support the claims.	The written document has a workable thesis and identifies many of the issues at stake. The paper contains adequate evidence to support its claims, and would benefit from more research and development of relevant points.	The written document has some elements of a thesis but it is largely undeveloped or unclear. Many of the key issues are not addressed. The arguments are somewhat developed but lack sufficient evidence or contain irrelevant details.	The written document is lacking in elements required with many gaps in the information presented. Key issues are largely not addressed. The paper needs more details on every level (main ideas, specific ideas, and examples).
Critical Thinking (20%)	Identifies the most important arguments, as well as their pros and cons. Thoughtfully analyzes and evaluates major alternative points of view.	Identifies relevant arguments, and their pros and cons. Offers analyses and evaluations of obvious alternative points of view.	Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not identify counter- arguments. Ignores or superficially evaluates alternative points of view.

Grading Rubric – Written Reports

Structure and	Structure of the	Structure is mostly	Structure of the	Organization and
Organization (20%)	paper is very clear	clear and easy to	paper is not easy	structure detract
	and easy to follow.	follow. Transitions	to follow.	from the
	Transitions	largely maintain	Transitions need	message of the
	maintain an overall	the flow	much	paper. Points are
	flow throughout	throughout the	improvement.	disjointed and
	the assignment.	assignment.	Conclusion is	lack transition of
	Conclusion is	Conclusion is	missing, or if	thoughts. Ideas
	logical and flows	logical, and for the	provided, does	are not organized
	from the rest of	most part, flows	not flow from the	around a central
	the argument.	from the rest of	rest of the paper.	idea.
	5	the assignment.		
Mechanics (20%)	Paper demonstrates	Paper displays good control over	Paper shows that mechanics are an	Paper lacks basic control over
	mastery over the	mechanics,	area of concern.	mechanics and
	basics in sentence	although some	Assignment	contains
	completeness,	areas may still	contains a	excessive proof-
	structure, variety,	need sentence-	moderate	reading errors.
	word choice, and	level revision.	number of	
	punctuation.	Minor errors do	grammatical,	
	Language is clear	not detract from	punctuation, and	
	and precise.	readability of the	spelling errors.	
		work.		
Spiritual Formation	Individual	Individual	Individual makes	Individual makes
(10%)	consistently	occasionally	some reference	no reference to
In applying a spiritual	applies a spiritual	applies a spiritual	to spiritual	spiritual
formation lens to your	formation lens to	formation lens to	formation but	formation.
analysis and critical	discoveries gained	discoveries gained	does not apply a	
thinking, explore the	from analysis and	from analysis and	spiritual	
manner in which one's	critical thinking.	critical thinking.	formation lens to	
faith in Christ impacts			discoveries	
the topics in question.			gained from	
			analysis and	
			critical thinking.	

# Grading Rubric – Presentations

Rubric Criteria	Excelling	Accomplished	Developing	Beginning
(weight)	(4.5 - 4.75 - 5 pts.)	(3.75 - 4 - 4.25 pts.)	(3 - 3.25 - 3.5 pts.)	(0 - 1.25 - 2.5 pts.)
Creativity and Graphics (35%)	Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared graphics used throughout the entire presentation. They also explain and reinforce the text and presentation.	A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout presentation and relate to the text and presentation.	Little attempt to provide insight or creativity to the presentation. Graphics seldom used. They seldom support the text and presentation.	Little attempt to provide insight or creativity. Graphics not used or do support text and presentation.

and Delivery (30%)delivered with clear, confident, well- paced voice(s) so that all audience presentation.delivered with clear, mostly so that most audience members can hear presentation.delivered with subdued voice that may also be too slow or too fast. Audience members have audiencedelivered with subdued voice that may also be too slow or too fast. Audience members have audiencedelivered with subdued voice that may also be too slow or too fast. Audience fast. Audience members have audiencedelivered with subdued voice that may also be too slow or too fast. Audience members have of class haveAwareness of audiencepresentation. audience partially demonstrated through physical presence and eye contact (seldom referring to notes).of class have difficulty hearing. Unfocused sense of audience (e.g. looks only at notes)Generate(s) significant enthusiasm about topic. Presenters show significant interest in topic.Generates some interest in topic.Generates little or away from audience).Structure andInformationInformationStructure of theLack of structure	Communication	Oral procentation	Oral procentation	Oral procentation	Oral procentation
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# Class Participation/Attendance:

A key component of your grade is participation during class time. Students are expected to attend all classes, having prepared for class by reading the assigned text chapters ahead of time, completing exercises in advance of in-class discussions, and then actively participate in these discussions. The skills needed to participate effectively in class and present your ideas are essentially the same skills required to participate effectively in the business world. The ability and willingness to speak up in front of others is an important skill for students to develop. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know so that this can be taken into account, as repeated absences from class will negatively impact a student's individual participation grade.

Rubric Criteria	Excelling	Accomplished	Developing	Beginning
(weight)	(4.5 - 4.75 - 5 pts.)	(3.75 - 4 - 4.25 pts.)	(3 - 3.25 - 3.5 pts.)	(0 - 1.25 - 2.5 pts.)
Group Discussions and Contribution Quality (40%) Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds	(4.5 - 4.75 - 5 pts.) Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in- class questions. Input is always of high quality.	(3.75 - 4 - 4.25 pts.) Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in- class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in- class questions.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in- class questions. Input is seldom or not of high quality.
on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the class' perspective.	or nigh quanty.	nigir quanty.	Input is occasionally of high quality.	quanty.
Attendance (40%)	Misses no more	Misses 3-4 classes	Misses 5 classes	Misses 6 classes
(includes excused or unexcused absences)	than 1 class (5 pts.); misses 2 classes (4.5 pts.)	(4 pts).	(3 pts.)	(1.25 pts.); misses greater than 6 classes (0 pts.)
Respecting (20%)	Always interacts with, encourages, and listens to ideas of others; always demonstrates attentiveness in class.	Mostly interacts with, encourages, and listens to ideas of others; mostly demonstrates attentiveness in class.	Occasionally interacts with, encourages, and listens to ideas of others; occasionally demonstrates attentiveness in class.	Seldom interacts with, encourages, and listens to ideas of others; seldom demonstrates attentiveness in class.

### Grading Rubric - Class Participation/Attendance

# **Grading**

The available letters for course grades are as follows:

% Grade	Letter Grade	Description
95% to 100%	A+	
90% to 94%	А	Excellent
85% to 89%	A-	
80% to 84%	B+	
76% to 79%	В	Good
72% to 75%	B-	
68% to 71%	C+	
64% to 67%	С	Satisfactory
60% to 63%	C-	
55% to 59%	D+	
50% to 54%	D	Minimal Pass
0% to 49%	F	Failure

To pass the course, students must achieve an overall grade of at least 50% and as noted earlier, must earn a combined passing grade on the non-group work elements of the course. Failure to submit an assignment on the assigned date without legitimate reason (i.e. evidenced illness) or prior approval of the instructor may result in a failed grade for the course. In the case of legitimate or approved absence, and at the instructor's discretion, the assigned date may be rescheduled to a later date, or if this is not practically possible, the marks may be reallocated to other components of the course grade.

#### **Examinations:**

Final examinations are held during a scheduled time period at the end of the semester for regular semester classes and are scheduled by the Registrar. The final exam for this course is currently scheduled to be Friday, April 12, 2013. Please note that the exam schedule is subject to change without notice. Updated exam schedules can be found on the Ambrose website: https://www.ambrose.edu/page.aspx?pid=524)

Please note: Students may request revised final exams if they have three exams in one 24-hour period or two exams at the same time. Final exam schedule revision request forms are available at the Registrar's Office and must be handed in by Monday, March 4, 2013. If you do not have your request in by this date, all exams within a 24-hour period will have to be written as scheduled. If you have two exams at the same time, you will be given four hours to write both exams.

Graded final examinations will be available for supervised review at the request of the student. Please contact your instructor.

Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

#### Important Notes/Dates:

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (drop) – Sunday, January 20, 2013. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date.

Students may change the designation of any class from credit to audit, or drop out of the "audit" up to the "drop" date indicated above. After that date, the original status remains and the student is responsible for related fees. Please note that this is a new policy, that came into effect in the 2010-2011 academic year.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (withdraw) – Friday, March 22, 2013. A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### **Electronic Etiquette**

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or

to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

#### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline (as listed in the Academic Calendar <u>http://www.ambrose.edu/publications/academiccalendar</u>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are strongly advised to retain this syllabus for their records.

# BUS 305 Management of Nonprofit Organizations Weekly Reading and Assignment Schedule

Date	Class Topic/Chapter Title	Text chapters
Jan 10 <sup>th</sup>	Course Overview	
Jan 15 <sup>th</sup>	Overview of nonprofits and the nonprofit sector in Canada	Worth 2
Jan 17 <sup>th</sup>	Theories and characteristics of nonprofit organizations	Worth 3
Jan 22 <sup>nd</sup>	Leading nonprofit organizations – Executive Leaders	Worth 5
Jan 24 <sup>th</sup>	Leading nonprofit organizations – Boards and governance	Worth 4
Jan 29 <sup>th</sup>	Managing nonprofit organizations – Strategic planning	Worth 7
Jan 31 <sup>st</sup>	No Class (Community Day)	
Feb 5 <sup>th</sup>	Discussion: Mission and Leadership Workshop: Preparing Case Studies	
Feb 7 <sup>th</sup>	Managing nonprofit organizations – Human resources (paid staff and volunteers)	Worth 9
Feb 12 <sup>th</sup>	Discussion: Managing human resources	
Feb 14 <sup>th</sup>	Midterm Exam	
Feb 19 <sup>th</sup>	No Class (Mid-Semester Break)	
Feb 21 <sup>st</sup>	No Class (Mid-Semester Break)	
Feb 25 <sup>th</sup>	<b>Assignment:</b> Group case study #1 written reports and presentations due in Moodle by 11:59 p.m. (If using Prezi, please upload your .pez file)	
Feb 26 <sup>th</sup>	Case study 1 presentations	
Feb 28 <sup>th</sup>	Case study 1 review	
Mar 5 <sup>th</sup>	Managing nonprofit organizations – Financial stewardship and management	Worth 13
Mar 7 <sup>th</sup>	Ethics, accountability, and transparency	Worth 6
Mar 12 <sup>th</sup>	Discussion: Financial management and accountability	

Mar 14 <sup>th</sup>	Managing nonprofit organizations – Marketing and communications	Worth 10
Mar 19 <sup>th</sup>	Managing nonprofit organizations – Resource acquisition and philanthropic fund-raising	Worth 11
Mar 21 <sup>st</sup>	Discussion: Marketing and fund-raising	
Mar 26 <sup>th</sup>	Managing nonprofit organizations – Program evaluation and performance measurement	Worth 6
Mar 27 <sup>th</sup>	Assignment: Group case study #1 written reports and presentations due in Moodle by 11:59 p.m. (If using Prezi, please upload your .pez file)	
Mar 28 <sup>th</sup>	Case study 2 presentations	
Apr 2 <sup>nd</sup>	Case study 2 review	
Apr 4 <sup>th</sup>	Social Entrepreneurship	Worth 16
Apr 9 <sup>th</sup>	Discussion: Social entrepreneurship	
Apr 12 <sup>th</sup>	<b>Final Exam</b> (as scheduled by Registrar). Please note that the exam schedule is subject to change without notice. Updated exam schedules can be found on the Ambrose website: <u>https://www.ambrose.edu/page.aspx?pid=524</u> )	

Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.