

Course ID:	Course Title:	Fall 2017
BUS/DVST 305	Management of Nonprofit Organizations	Prerequisite: 60 credits
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Tues./Thurs.	Instructor:	Dr. Randy Poon, PhD	First day of classes:	Wed., Sept. 6, 2017
Time:	2:30-4:00 p.m.	Email:	rpoon@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sept. 17, 2017
Room:	RE 110	Phone:	(403) 410-2000 (x6513)	Last day to request revised exam:	Mon, Oct. 23, 2017
Lab/Tutorial:	n/a	Office:	L2055	Last day to withdraw from course:	Mon, Nov. 13, 2017
Final Exam:	Two midterms (no final exam)	Office Hours:	Wed./Fri. 9:30-11:00 Tues./Thur. 2:15-3:45 or by appointment	Last day to apply for coursework extension:	Mon, Nov. 20, 2017
				Last day of classes:	Mon, Dec. 11, 2017

Course Description

There are an estimated 170,000 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 a range of nonprofit management concerns and practices. The workload is relatively heavy and is targeted toward third and fourth year students. Course projects and discussions introduce/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.

Expected Learning Outcomes

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

1. General understanding of nonprofit organizations in the Canadian context
2. Knowledge of nonprofit leadership and management
3. Hands-on experience in analyzing management dilemmas and proposing responses
4. Overview of social innovation and entrepreneurship

Textbooks and Readings:

Course pack (available through the library)

Poon, R. (2015). Guide to developing case study briefing notes.

Course Requirements and Evaluation:

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

Individual Case Study	38%
• Case study write-up (29%)	
• Presentation (9%)	
Midterm Exam 1	25%
Midterm Exam 2	25%
Class Participation/Attendance	12%

Note: To pass the course, students must achieve an overall grade of at least 50%, as well as, achieve an average of 50% on the exam component of the course.

Submission of Assignments:

All assignments (unless otherwise notified) are to be submitted via Moodle by the time indicated in the Weekly Reading and Assignment schedule. Late assignments will lose 10% per day late. Assignments will not be accepted more than 5 days late.

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.

Class Participation and 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 and chapter review cards ahead of time, completing exercises (if assigned) in advance of in-class discussions, and then actively participating 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 marketplace (either for-profit or nonprofit). 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.

Grading Rubric – Class Participation and Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Attendance (40%) (Excludes certain excused absences such as Ambrose athletic team practices and out-of-town games)	Misses no more than two classes (100%)	Misses three classes (80%).	Misses four classes (60%)	Misses five or more classes (40%); misses six or more classes (0%)
Group Discussions and Contribution Quality (60%) Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's or class' perspective.	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.	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. Input is occasionally of high quality.	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.

Individual Case Study:

To gain a more hands-on perspective of the lecture and reading material, students will incrementally create their own case study by contacting a charity or non-profit organization of their own choice (e.g., social service, cultural, or Christian ministry). Using the Guide to Developing Individual Case Study Briefing Notes, along with readings posted in Moodle, as well as other resource material, students will prepare twelve draft 2-3 page briefing notes addressing a different area of focus (see list below).

Based on the feedback received from the instructor on the initial set of draft briefing notes, students will then edit and compile all twelve briefing notes, to produce a cohesive, unified case study of the organization. This should be a standalone, 24-28 page case study write-up. This final write-up (i.e., the edited compilation of the twelve segments) will address any issues identified through the feedback, will be rewritten (as necessary) to reduce any redundancy between sections and flow seamlessly (prose – no bullets) within and between sections, as well as editing the introduction (including the addition of key issues) and conclusion to the case study.

Note: the draft briefing notes and instructor feedback are for your benefit. Failure to submit these drafts may result in an end product that significantly misses the assignment's objectives and could result in a substantially lower grade.

Students will present a brief summary of their case study to the class through an 8-10 minute presentation.

CASE STUDY BRIEFING NOTES:

PART A: INTRODUCTION AND BACKGROUND

1. Introduction: Organizational Current Situation/Identification of Key Issues
2. Background: Organizational Overview and History

PART B: ORGANIZATIONAL GOVERNANCE AND OPERATIONS

3. Board Governance
4. Organizational Leadership and Strategic Planning
5. Managing Staff and Volunteers
6. Resource Development
7. Community Relations
8. Financial Management and Evaluation

PART C: ORGANIZATION ASSESSMENT

9. Social Business Model Canvas – from both Donor or Customer/Beneficiary perspective
10. Assessment and Analysis
11. Alternatives
12. Recommendations and Conclusion

Grading Rubric – Case Study Write-Up

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (30%)	My briefing notes and the case study as a whole fully address the assignment's objectives (such as identification of key issues, developing alternatives and selecting making a recommendation that address these key issues). Each briefing note is well-developed and supported by external sources. I develop my ideas and focus on relevant details. There is a unified wholeness to the case study.	My briefing notes and the case study as a whole largely address the assignment's objectives. Each briefing note is mostly developed and supported by external sources. I generally develop my details, although I do get a little unfocused occasionally. The case study as a whole is mostly unified.	My briefing notes and the case study as a whole miss some of the assignment's objectives. Several of the briefing notes are not well developed or lack clarity. The case study as a whole is not very unified.	My briefing notes and the case study as a whole don't really get at the assignment's objectives. Many of the briefing notes do not have a sense of direction and are often unclear. The case study as a whole is fragmented.
Critical Thinking (25%)	All of the briefing notes thoroughly address the questions identified in the case study guide, as well as addressing additional factors. I use a broad set of external sources (documents, multiple organizational interviews) to support my case study and address complex organizational issues.	The briefing notes generally address the questions identified in the case study guide. I use a moderate set of external sources to support my case study and address standard sets of organizational issues.	The briefing notes address some of the questions identified in the case study guide. I use a limited set of external sources to support my case study and somewhat address standard sets of organizational issues.	The briefing notes don't really address the questions identified in the case study guide. I use a very limited set of external sources to support my case study and barely address standard sets of organizational issues.
Voice and tone (15%)	It sounds like I care about my briefing notes and the case study as a whole. That which I care about is embodied in the assignment. There is a sense of passion or enthusiasm in my writing.	My tone is OK, but my briefing notes and the case study as a whole could have been written by anyone. I need to tell how I think and feel. The passion or enthusiasm is somewhat lacking.	My writing is bland or pretentious. There is either no hint of a real person in it, or it sounds like I'm faking it.	My writing sounds as if I don't really care about the assignment. There is a sense that I'm simply trying to pump something out.

<p>Organization (15%)</p>	<p>Each of the briefing notes and the case study as a whole is well organized and structured. There is a sense of flow within each of the briefing notes. Overall, there is a compelling opening, an informative middle, and a very satisfying conclusion (that links together the key issues, the assessment and analysis, and the recommendation).</p>	<p>Each of the briefing notes and the case study as a whole is relatively well organized and structured. There is a sense of flow within each of the briefing notes. Overall, there is an acceptable opening, middle, and conclusion.</p>	<p>Each of the briefing notes and the case study as a whole is somewhat organized and structured. There isn't really a sense of flow within each of the briefing notes. Overall, my organization and cohesiveness are rough but workable. I may sometimes get off topic.</p>	<p>The briefing notes and the case study as a whole is not very organized or structure. There are many breaks in flow within many of the briefing notes. Overall, my writing is aimless, disorganized, and lacking in cohesiveness.</p>
<p>Mechanics: Conventions and Sentence Fluency (15%)</p>	<p>My case study uses correct grammar, punctuation, and spelling. My sentences are clear, complete, and of varying lengths. I follow the conventions of the APA or MLA writing style and use these for citations in my case study and in my reference/works cited section.</p>	<p>I have a few errors to fix, but I generally use correct conventions. I have well-constructed sentences. My case study marches along but doesn't dance. I generally follow APA or MLA writing style, but I'm inconsistent in its usage.</p>	<p>I have enough errors in my case study to distract a reader. My sentences are often awkward, run-ons, or fragments. My case study suggests that I have an idea what APA or MLA is, but I am mostly guessing as to what is a writing style.</p>	<p>Numerous errors make my case study hard to read. In addition, this is compounded by many run-on sentences and sentence fragments. My case study suggests that I don't know what APA or MLA is or I don't cite my sources.</p>

Grading Rubric – Case Study Presentations

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Communication and Delivery (40%)	I deliver my presentation with a clear, confident, and well-paced voice so that all audience members can hear me. I demonstrate my awareness of the audience through physical presence and eye contact (not referring to my notes). I am enthusiastic and genuinely interested in my case study and as such, generate significant enthusiasm about my organization.	I deliver my presentation with a mostly clear, confident, and well-paced voice so that most audience members can hear me. I partially demonstrate my awareness of the audience through physical presence and eye contact (occasionally referring to my notes). I am mostly interested in my case study and as such, generate enthusiasm about my organization.	I deliver my presentation with a somewhat clear, confident voice that at times, loses focus and pacing. As a result, some audience members may have difficulty hearing me. I don't really demonstrate an awareness of the audience because I am frequently referring to my notes. I am somewhat interested in my case study and as such, generate a little enthusiasm about my organization.	I deliver my presentation with a subdued voice that may also be too slow or too fast. As a result, many audience members have difficulty clearly hearing or following me. I avoid looking at or engaging the audience all together. I am not interested in my case study and as such, generate no interest about my organization.
Creativity and Graphics (35%)	I design my presentation insightfully, creatively and skillfully. I innovatively or expertly prepare graphics at appropriate moments in my presentation. They also explain and reinforce the text and presentation.	I make a good attempt to provide insight or creativity to my presentation. I generally use graphics in my presentation and they mostly support the text and presentation.	I make some attempt to provide insight or creativity to my presentation. I seldom use graphics and when I do they don't really support the text and presentation.	I make no attempt to provide insight or creativity to my presentation. It is primarily text-based or when I do use graphics, they're used simply to get a few creativity and graphics points.
Structure, Organization, and Mechanics (25%)	I present the information in a very logical and interesting sequence which audience can follow. My conclusion flows from the rest of my presentation. It has no misspellings, grammatical errors, or formatting errors.	I present the information in a mostly logical sequence which audience generally follows. My conclusion largely flows from the rest of the presentation. It has no more than three misspellings, grammatical errors, or formatting errors.	Structure of my presentation is not easy to follow. I am missing the conclusion is missing, or if its provided, it does not flow from the rest of my presentation. It has between four to five misspellings, grammatical errors, or formatting errors.	A lack of structure detracts from the message of my presentation. My points are disjointed and lack good transitions. My presentation has six or more six misspellings, grammatical errors, or formatting errors.

Grade Summary:

The available letters for course grades are as follows:

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

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Weekly Reading and Assignment Schedule:

Date	Class Topic/Chapter Title	Text chapters
Sep 7 th	Overview of nonprofit organizations I	Seel 1: What is special about managing non-profit organizations? (pp. 1-9)
Sep 12 th	Overview of nonprofit organizations II Theories of nonprofit organizations	Seel 2 (pp. 27-33) Emmett 1-3: Charities, sustainable funding and smart growth (pp. 4-14) Worth 3 (pp. 49-57)
Sep 14 th	Workshop: Preparing Case Study Briefing Notes	Guide to Developing Case Study Briefing Notes
Sept 14th	Back to Business BBQ (5:30-7:30) 14 Signature Heights S.W.	All students welcome
Sep 19 th	Leading nonprofit organizations – Boards and governance	Seel 3 (pp. 64-83) Worth 4 (pp. 75-81; 87-101) Renz 5 (pp. 130-134; 137-145) Brinckerhoff 6 (pp. 73-80)
Sep 21 st	Leading nonprofit organizations – Organizational leadership I	Seel 4 (pp. 121-130; 134-147)
Sep 26th	No Class	
Sept 27-28	No Daytime Classes: Spiritual Emphasis Days	
Oct 3 rd		
Oct 5 th	Leading nonprofit organizations – Strategic planning Midterm Preview	20 Questions Directors of Not-For-Profit Organizations Should Ask About Strategy and Planning
Oct 10 th	Midterm Exam 1	
Oct 12 th	Managing nonprofit organizations – Resource Development	Reading TBD

Oct 16 th	Assignment: Submit Draft Briefing Notes 1 and 2 into Moodle	
Oct 17 th	Managing nonprofit organizations – Human resources (paid staff and volunteers) I	Best Practices in Volunteer Management (pp. 1-5, 10, 26, 35, 46, 57, 71, 83, 93, 105, 115) Volunteer Management Handbook (pp. 3-5)
Oct 19 th	Managing nonprofit organizations – Human resources (paid staff and volunteers) II	
Oct 24 th	Managing nonprofit organizations – Marketing and communications Midterm Review	Leroux Miller (ch. 1)
Oct 26 th	Managing nonprofit organizations – Financial management	Worth 12 (pp. 305-310, 317-319, 321-323) Weikart 2 (pp. 17-34)
Oct 31 st	Managing nonprofit organizations – Performance measurement and program evaluation	McConnell Foundation Developmental Evaluation Primer
Nov 2 nd	Workshop – Case Study Assessment and Analysis	
Nov 6-10	No Classes: Mid-Semester Break	
Nov 13 th	Assignment: Submit Draft Briefing Notes 3-8 into Moodle	
Nov 14 th	Managing nonprofit organizations: Social Business Model Canvas I	Social Business Model Canvas Template Social Business Model Example - Kiva Business Model Canvas Questions
Nov 16 th	Managing nonprofit organizations: Social Business Model Canvas II Workshop – Developing your organization’s SBMC	
Nov 21 st	Managing nonprofit organizations: Social Business Model Canvas III Midterm Preview	

Nov 23 ^d	Midterm Exam 2	
Nov 27 th	Assignment: Submit FINAL Case Study (Write-Up) into Moodle	
Nov 28 th	Case Study Presentations I	
Nov 30 th	Case Study Presentations II	
Dec 5 th	Case Study Presentations III	
Dec 7 th	Case Study Presentations IV	

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their 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.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

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 use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. 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. Some professors will not allow the use of any electronic devices in 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 Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required 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 deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

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 Registrar's Office in writing and providing the basis for appeal 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. If the appeal is sustained, the fee will be refunded.

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 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 acknowledge 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 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.

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