Institutional Development of the Nonprofit Organization: NAL/PAD 550

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Class: Monday 6:00 p.m. - 9:50 p.m. Urban Building (UB)
Sweet Seminar Room,

Office/Hours: Weekdays 9:00 a.m. - 5:00 pm by appointment only
Drop ins - Mondays 5:00 p.m. - 6:00 p.m.

Course Objective:
This course will provide students with an understanding of the origins and nature of the nonprofit sector in the United States, the uses of nonprofit organizations in civil society particularly in their role as facilitating and intermediary organizations in public policy and decision-making, their use of social capital, and introduce class participants to a sampling of best practices in applied management of nonprofit organizations. The course will focus its examples and projects on smaller community-based and faith-based nonprofit organizations.

The course begins with an exploration of historical, descriptive and theoretical issues relevant to the sector. Special attention is directed to the relevance of public-private partnerships and the collaborative relationships between public, for profit, and nonprofit organizations. The course engages students in critical thinking about managerial practices, including fund raising, strategic planning, capacity building, governance, nonprofit entrepreneurship, and accountability. Students are encouraged to bring theoretical insights and their own experiences to bear on case materials and the management literature.

The course learning format includes in-class lectures and assignments, small group discussions, and seminars. Some effort will be made to utilized Cleveland State University’s e-learning templates and technology, but this will occur only when the opportunity arises at the discretion of the instructor. Both individual and group work will be assigned along with two major projects and regular essay work. In-class attendance, participation and small group work will comprise up to ten percent (10%) of the final grade. With the exception of the first reading assignment, students are expected to read assignments prior to class. Although not required, students are encouraged to work together in reading groups to satisfy the reading requirements of the course.

Core Competencies:
To succeed in this class, students must be prepared to read weekly assignments which can be as much as 100 pages per week in various publications, write and convey their thoughts coherently, attend every class session and be present at the start of class through its completion, show courtesy and respect to their fellow classmates, ask questions and demonstrate in-class that they have read and understand the materials, submit projects on assigned due dates, and be organized.
Written Assignments:

**Essays:** Students are typically expected to write a brief essay not to exceed two (2) double-spaced type-written pages (size 12 font in Times New Roman or some other standard print) with 1 inch margins, based upon the study questions posed in the syllabus or during class for the appropriate readings (not all weekly reading assignments will have corresponding written assignments). These assignments are **due at the start** of class (6:00 p.m.) one week from the date they are assigned. **Note regarding paper submissions:** E-mail submissions are acceptable, however, they **must be submitted by 5:00 p.m.** which is prior to the start of class on the week they are due. Unless a student receives an e-mail acknowledgment from the instructor noting the receipt of the e-mailed paper, the student will not receive credit for having turned in the paper. Check the syllabus for the assigned readings and questions and note any adjustments to assignments at the conclusion of each weekly class meeting. **These assignments will cumulatively total up to thirty percent (30%) of the total course grade.**

**Midterm Project:** Students will draft a five - seven page doubled spaced paper (size 12 font in Times New Roman or other standard print, with right, left, top and bottom spaced margins of no more than 1.5 inches) **based upon a topic of interest of their choosing** from one of the three documents provided by the instructor. **Students are expected to refer to information provided in the class lectures and readings addressing in some manner, one or more of the course’s main themes.** The paper should apply theoretical or historical concepts, individual research and personal experience or observation but must engage the appropriate literature covered or cite other relevant scholarship. Topics may use current social policy, a case history or well known events as points of departure. It is recommended that students use case examples for illustrative purposes (such as an employer or organization for which the student is a volunteer). **This assignment will comprise up to thirty (30%) of the total course grade and is due October 19, 2009.**

**Group Project:** A “final” group project and presentation will be due at the close of the semester in applied management and problem solving. **This project is in lieu of a final exam.** Each student will work in a small group that investigates one organization in case study and focuses on 2-3 topics of the course (e.g., civic participation, social capital, strategy, quality, program development, performance assessment, human resources, board governance, government contracting, partnerships, commercialism, and funding). The groups will submit at minimum a five page (but no more than twelve page) final report no later than December 14, 2009 (Monday of finals week following classes) and give presentations in class during the last two classes and during finals week if needed. Papers turned in beyond this date will not be accepted.

At the end of the semester, each student will complete peer evaluation forms assessing the contributions of the different members of his/her group on the final project. The evaluation forms will be designed by each group, for use by that group. **The group project, including the peer evaluations will comprise up to thirty percent (30%) of the total course grade.**

**Course Evaluation Criteria:**

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<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Attendance, Small Group Work and Participation</td>
<td>10%</td>
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<tr>
<td>Assigned Readings and Essays</td>
<td>30%</td>
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<tr>
<td>Midterm Project (due October 19)</td>
<td>30%</td>
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<tr>
<td>Group Project</td>
<td>30%</td>
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Elements of this course may use Cleveland State University’s “e-learning” applications. Students are required to have access to a computer with internet and world wide web capability either privately or through the University operated computer lab on the lower level of the Maxine Goodman Levin College of Urban Affairs building.

**Required Books:**
NAL/PAD 550: Institutional Development of the Nonprofit Organization

Bloomington: Indiana University Press.


Chapters, articles, and cases as assigned will be made available on-line or provided as handouts when necessary. Students are expected to obtain readings in advance of the class time in which they are discussed. See each class lecture date listed below and within for topics and articles.

**Class Schedule**

I. The Independent Sector: History, Theoretical Perspectives and Basic Characteristics

Aug 24th: **Course Introduction**

**Lecture Topics:** class introductions, course administration, goals of course and review of syllabus, definitions of the nonprofit sector (legal, economic, political, social), civil society, social capital, trust, trustworthiness, partnerships and facilitating organizations; general comments on the scholarly literature and examples of successful writing.

**Reading assignment:**

1. “Introduction” (pages xv - xix)

**Written Assignment:** What are the threads of connection between the Statute of Charitable Uses, the Elizabethan Poor Laws and the prominent role of the Church in colonial America? What, if any, parallels exist between these early aspects of American History and your own present day notions of nonprofit organizations? **Due at the start of class on Monday August 31.**

Aug 31st: **History and Overview**

**Lecture Topics:** review written assignment from week one; origins in English Law and custom; church and state, social development of the colonies, the contradiction of religious pluralism and the challenges of a single vision of a "city upon a hill," the American political tradition, implications of associations for politics, economics, social welfare, social capital and civil society.

**Reading Assignment:**

1. “Ben Franklin Autobiography” (pages 70 -84)
NAL/PAD 550: Institutional Development of the Nonprofit Organization

2. “CATO” (pages 87-96)
3. Issac Backus and Thomas Jefferson (pages 97-102)
5. “Constitution Excerpts” (pages 111-113)

Written Assignment: If you accept the idea of the American Political Tradition as a framework for civil society in the United States, explain how these readings might connect to the nonprofit organizations of the 21st Century? Due via e-mail on Tuesday September 8 no later than 5:00 p.m..

Sept 7th: Labor Day Holiday - No Class
(Tip: read the September 14th material this week and be prepared to discuss it in class).

Sept 14th: Role in Society I

Lecture Topics: Contemporary nonprofit organizations arise for specific and deliberate reasons. Some scholars point to nonprofits as contributing to American civil society.

Reading Assignment:


Written Assignment: Why draw a distinction between civil society and the work of the nonprofit sector? Draw upon the readings to explain your understanding of the reasons nonprofit organizations form and their contribution to civil society.

Sept 21th Role in Society II

Lecture Topics: Nonprofits in networks as an ecology of games, as part of civil society and its meaning, parallels to social capital and as facilitating and bridging organizations, via government. The notion of “trust” is introduced. Define and describe “social network mapping” as a medium for strengthening civil society and the role nonprofits play in this process.

Reading Assignment:

1. “Organized Activity among Slaves.” (pages 159 -162)
3. Hall, Peter Dobkin, “Institutions, Autonomy and National...” (page 174 - 187)


In-class assignment: Using a nonprofit organization with which you are familiar as either an employee, volunteer or through other experience, sketch an ecology of games diagram with appropriate descriptive information. Also draft a social network diagram. Compare your diagram to others in the class. Consider issues or nodes of overlap in organizational or constituent interactions. Turn this in as an attachment to written assignment 1 on September 28th.

Written Assignment 1: Using the diagram you drafted in class, describe the context and interaction of your case study “ecology of games” organization with other organizations listed in your diagram. Refer to the readings from Hammack and Young where appropriate. Due in my office on September 28th. This is a graded assignment.

Written Assignment 2: Hand out three articles (or have them posted as e-documents for students to download and print off). Students use one of the three articles as the base source material for their research project topic. One page prospectus of Midterm research project topic accompanied by one page annotated description of sources or explanatory terminology. Must be submitted either via e-mail or as hard copy no later than Wednesday, October 7th. This is a graded assignment.

Sept 28th: No Class
but written assignment 1 (accompanied by in-class assignment ) from September 21st is due in my office by 6 p.m. Read, readings for next week...

Oct 5th: Role in Society III

Lecture Topics: The context in which nonprofits operate and develop pragmatic strategies for achieving their missions; the importance of multiple constituencies in accomplishing mission; implications of race, gender, culture; the city in decision making and community power.

Reading Assignment:

In-class discussion: In groups of three or four draft a “talking points document” which you should consider will be used to brief the leadership of a fictional nonprofit, expressing the relevance of these readings to their decision-making. What are the most important things for a nonprofit executive to consider when making strategic partnerships and plans. Frame your talking points so that the issues can be pragmatically applied to the policy, management and program of the organization. Be prepared to report out for a class discussion. This will be a graded assignment.

Written Assignment: Midterm project due at the start of class on October 19th.

Oct 12th: No Class - Columbus Day but feedback will be provided upon e-mail request from individual students of the one page prospectus of the midterm project that had been turned in October 7th. Be sure to complete the readings for October 19, even though that date coincides with the due date for the “mid-term” project.

II. Topics in Nonprofit Management

Oct 19th: MIDTERM-Project DUE at the start of class. Start-Ups, Program Development and Benchmarking

Lecture Topics: the development of resources (financial and human) and the notion of trustworthiness.


Rasler, Tom. 2007. ROI For Nonprofits. Chapter 7 pp. 79 -98. In-Class Assignment: Working in small groups use a case that will be provided from the “Brody Reader” in which benchmarks are listed, defined, measured, and assessed over one annual cycle. You will have to depend upon your own creativity to fill in case study gaps.

Written Assignment: What in your opinion, is the value of utilizing and encouraging the use of evaluation benchmarks by nonprofits? (Benchmark in this usage = establishing measures for the effective running and production of outputs by nonprofit
organizations and their programs); What are the possibilities and pitfalls of evaluation benchmarks? Be sure to refer to the appropriate readings to substantiate your views on these two questions. Due at the start of class next week.

Oct 26th: Quality Processes and Evaluating Effectiveness

Lecture Topics:
Understanding the community foundation, philanthropy and the uses of benchmarks, progress indicators, evaluations and TQM; creating a learning organization.

Reading Assignment:


Herman, Robert D. and Renz, David O. Advancing Nonprofit Organizational Effectiveness Research and Theory: Nine Theses. *Nonprofit Management & Leadership*, vol 18 no. 4 Summer 2008 pp. 399 - 415


In-Class Assignment: work though case studies distributed in class work.

Written Assignment: None.

Nov. 2nd: Human Resources, Volunteers.

Lecture Topics: Issues related to compensation, work environment, best management practices and the relationship of budget to staffing, work load, contractual arrangements and strategic matters related to the building and retention of a labor force.

Reading Assignment:


**In-Class Assignment:** small group discussions based upon the provided case studies where students are asked to describe the nature of the human resources issue, suggest a framework for resolution or creating a process to work through the scenario.

**Written Assignment:** Describe an experience you have had, either as a staff person, volunteer worker or board member, in which some aspects of human resources stood out as an indicator of the health and well-being of the organization. Due at the start of class on November 10.

**Nov 9th:** Board Governance

**Lecture Topics:** Principle functions of a board of directors/trustees; characteristic differences between public boards, corporate boards and nonprofit boards; division between board and management; leadership; how boards establish, build and sustain the capacity of an organization. Use case history organizations.

**Reading Assignment:**


**In-class assignment:** Small groups will be asked to draft an annotated bullet sheet of considerations board members must use in trying to improve the performance of a nonprofit organization and “adaptive capacity.” This list should then be used to draft a class wide annotated bullet list of “best practices” that board members should comprise for their organizations and their own governance. This is a graded assignment.

**Written Assignment:** None.

### III. Nonprofit Organizations, Markets and the Welfare State
Nov 16th: **Nonprofit Organizations and the Welfare State**

**Lecture Topics:** Great Society social and economic programs intended to alleviate poverty. The government and its support of nonprofit organizations engaged in service provision. Strategies for sustaining nonprofit organizations in a market economy that favors small government and individual effort. Pragmatic strategies for nonprofit decision-makers engaged in government funding and incentive programs.

**Reading Assignment:**


**In-Class Assignment:** Formally begin final exam “Group Project” through either voluntary choice or lottery system. Class time will be used to develop topic with one paragraph prospectus due before dismissal, including the group member names. Each group will report out to the class the topic with as much detail as possible prior to the break.

**Written Assignment:** None.

Nov 23rd: **Public-Nonprofit Partnerships and Collaborative Ventures**

**Lecture Topics:** *Diss* case studies. Differentiate between operational relationships, strategic partnerships and collaborative ventures.


**In-Class Assignment:** * Student Presentations.

**Written Assignments:** none

Nov 30th: **Nonprofit Organizations and Markets**


**In-Class Assignment:** *Student Presentations*

**Written Assignments:** none

Dec 7\textsuperscript{th}: **Final Examination (papers due, final presentations, assessment of readings)**

**In-Class Assignment:** *Student Presentations*

Dec 14\textsuperscript{th} **Final Exam Week**

**In-Class Assignment:** *Student Presentations if needed due to class size..

**Written Assignments:** all papers and projects due