THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 7553: Nonprofit Management and Governance (3 credits)   Fall 2018
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Class day and time: Tuesdays and Thursdays 1:50 pm to 3:10 pm
Class location: Mendenhall Lab 175
Instructor: Prof. Mary Tschirhart, MBA, Ph.D.
Contact: tschirhart.2@osu.edu, 614-688-3382
Office hours: 310N Page Hall, Thursdays 1:10 to 1:40 pm and by appointment

COURSE DESCRIPTION

PUBAFRS 7553 is an advanced survey course on nonprofit management and governance focused on assessing and managing nonprofit capacity to achieve organizational performance and system impact. We'll use multiple learning methods including projects, mini-lectures, case discussions, exercises, presentations, debates, and reflection essays to enhance understanding of options for addressing challenges experienced by nonprofits.

LEARNING OBJECTIVES

This course supports all the Glenn College learning objectives in the management domain (considering nonprofit organizations as "public") and also may complement other Glenn College learning objectives. Upon successful completion of this course, students will have enhanced understanding of key concepts, perspectives, practices and legal requirements related to nonprofit management and governance, including as examples:
- Establishment and capacity-building
- Initial business plans and social entrepreneurship
- Structural and strategic choices for staff and boards
- Attracting and stewarding resources
- Executive director dynamics
- Government relations
- Partners and companion organizations
- Ethics, transparency and accountability

Students will be able to demonstrate ability to apply and critique methods and tools of nonprofit management.
Examples of tools and methods examined through discussion, case study and other techniques include as examples:
- MacMillan's grid
- Effectiveness evaluation rubrics
- Social value proposition
- Revenue portfolio analysis
- Financial health indicators
- Marketing audit
- Cycle of Involvement

The course also hones ability to critically evaluate study reports, analyze management and governance challenges and develop and propose policy and practice recommendations.

GRADE ELEMENTS

Class attendance and general participation	5
Group presentation on informational report	15
Facilitation of case discussion section	10
One-page case reflections (two x 12 points each)	24
Debate contributions	6
Customized project report	35
Customized project one-page handout for class	5

TOTAL=100

Extra credit option of 5 points (See schedule for Share a Diagnostic Tool Day)

Scale: A: 93-100 points, A-: 90-92, B+: 88-89, B: 83-87, B-: 80-82, C+: 78-79, C: 73-77, C-: 70-72, D+: 68-69, D: 64-67, E: 63 or less

Class Attendance and General Participation (5%, 5 points maximum): Meaningful classes require student preparation and participation. Missing class, not being prepared, and not contributing to discussions adversely affects learning. Good participation is actively listening to classmates and advancing discussions. Effective comments add to fellow students' understanding of material, challenge and/or clarify ideas expressed by others, integrate material from past classes, and show evidence of analysis rather than mere opinion. I expect all students to attend each class, unless excused by professor, and participate in discussions. Students who effectively join in discussions and have 0-2 unexcused absences will receive the maximum five points. Points are lost for over two unexcused absences and weak to no participation.

Group Presentation on Informational Report (15%, 15 points maximum): Reports abound that present findings with implications for nonprofit management and governance. This assignment hones your ability to digest these reports and critically reflect on them. In a groups of two (and one presentation with one or three students if needed), you will present a report to the class and facilitate discussion of the ideas in the presentation for a maximum of twelve minutes. For full points, provide a high quality presentation that covers:
- ✓ Relevance of report to course topics and degree of consistency of the findings and recommendations in the report to course material
- ✓ Analysis of the rigor of the report and well-argued opinion on its credibility
- ✓ Ideas for next steps related to the report/ organizational or other actions that you think should emerge from the report.

The Carmen website has links to available reports for this assignment. You may choose one of the listed reports or propose a different report to the professor for approval. Once a group selects a report and notes its selection on the course website, another group can't use it. The reports are available for all to read but only those presenting the report are required to read it. See the syllabus for dates for the following reports. As needed, we will have substitutions in the class schedule. **Reports for Potential Selection:**

Blueprint 2018: The Annual Industry Forecast
Roadblock Analysis Report
Global Philanthropy Report
A National Imperative: Joining Forces to Strengthen Human Services in America 2018
From Words to Action: A Practical Philanthropic Guide to Diversity, Equity, and Inclusion
Philanthropy and the Social Economy Blueprint 2017
2018 Global NGO Technology Report
Benchmarks 2018
Leading with Intent: 2017 National Index of Board Practices
Race to Lead: Confronting the Nonprofit Racial Leadership Gap
Lessons for Boards from the Nonprofit Overhead Cost Project
State Regulation of the Charitable Sector: Enforcement, Outreach, Structure and Staffing
When Collective Impact Has an Impact
Stanford Survey on Leadership and Management in the Nonprofit Sector
Monitoring, Evaluation and Learning in NGO Advocacy

Facilitation of Case Discussion Section (10%, 10 points maximum): Cases give students the opportunity to diagnose challenges and develop ideas for addressing them. The better the analysis, the more effective any recommendations emerging from the analysis are likely to be. We will follow the "MORETOOLS" analysis method suggested in "A Framework for Analyzing Management Dilemmas." A student will facilitate our discussion of one or more elements of this analysis framework as we work through a case. Assignments will occur just prior to the case discussion so students need to prepare to facilitate any part of the case. Following are the sections for the facilitation roles:

- ➢ **MO** Mission and purpose, Objectives of organization leader and relevance to mission priorities
- ➢ **R** Risks and problems
- ➢ **E** External and internal actors that can affect achievement of objectives
- ➢ **T** Tools and constraints
- ➢ **OL** Opportunities, Desired outcomes and goals (not action steps) and Legacy
- ➢ **O** Outcome pursuit --Strategies and actions for obtaining desired outcomes (recommendations)
- ➢ **S** Potential for success, tracking/evaluation of approach (recommendation implementation monitoring)

We also have two additional facilitation positions:
- ➢ Broad insights drawn from cases 1 and 2
- ➢ Broad insights drawn from cases 3 and 4

Two One-Page Case Reflections (24%, 24 points maximum, submit two for up to twelve points each): Cases provide insights into challenges faced by nonprofit managers and allow students to demonstrate how they would apply course concepts to management and governance issues. There are cases available for analysis in the schedule (designated as CASE). They contain background information and description of an existing or impending challenge(s). Students should prepare all cases for discussion—see the reading on how to analyze a case. After we discuss a case in class, you have the option to turn in a one-page single-spaced reflection on what you learned from that case that applies beyond the case context. This reflection is not to give a recommendation to the actors in the case. It should cover what you and nonprofit practitioners in general can learn from the case to guide policies or practices for management or governance. Submit your reflection papers via Carmen or e-mail to tschirhart.2@osu.edu. The window for submitting a reflection paper is two weeks after a case discussion. This window allows you to continue to consider insights emerging from the case in light of material presented later in the class. To aid preparation in facilitating discussion of student ideas gained from a case, another student may read your reflection papers.

Debate Contributions (6%, 6 points maximum): Not everyone agrees on what the nature of nonprofits should be. In their governance role, boards need to determine the mission and ensure its effective pursuit. Two debates bring out some of the challenges in thinking through a nonprofit's responsibilities in comparison to other types of organizations. Each student will prepare and present an argument in favor of their side of the debate and participate in open discussion after the presentation of each individual argument. A student demonstrates high quality of engagement in this exercise (earning full points) by making a thoughtful presentation that is integrated but does not overlap with the arguments presented by teammates and participation in the open discussion that follows the presentations. In the open discussion, students should show respect for and respond to others' positions even if they don't agree with them.

Customized Project Report (35%, 30 points maximum): Students come to this course with different levels of expertise and varying interests. You can customize this assignment to your needs. Use it to pursue what you will find to be most valuable. You have several options to fulfill this assignment. You can work alone or in a small group. If you choose to work in a group, the workload should be commensurate with the number of members to be fair to all students in the course. I am available to discuss your ideas at any stage of their development. Once you finalize your idea, we will prepare a contract outlining the requirements for your project. All projects should match course learning objectives. I will grade all projects on 1) quality of application of course concepts and at least one course method and tool in an accurate and relevant manner **(15 points),** 2) clarity of presentation, written and verbal **(15 points),** and 3) alignment

of project deliverables with intended audiences' needs and abilities **(5 points)**. Professor has additional resources to assist with projects. Options are to prepare:

- A.   Business plan for existing or proposed nonprofit using the model on p. 46-47 of text
- B.   Analysis of effectiveness of a nonprofit using only publically available info sources
- C.   Comprehensive case statement for philanthropic support for an existing nonprofit
- D.   Grant proposal for an existing or proposed nonprofit and brief on potential funding source
- E.   Diagnosis of a specific challenge facing a nonprofit organization with action ideas
- F.   Training module for a nonprofit organization
- G.   Briefing paper for a nonprofit organization
- H.   Establishment documents for new nonprofit (e.g., bylaws, articles of incorporation)
- I.   Recruitment and management plan for a specific type of volunteer using cycle of involvement
- J.   Review of existing board bylaws and governance practices
- K.   Teaching case/exercise using informational report
- L.   Review of programs using MacMillan's grid
- M. Financial review using 990 including calculation of ratios and indicators in Finance chapter
- N.   Another type of project not listed above that fits with course

Project Report Handout for Class (5%, 5 points maximum): This assignment helps students hone their communication skills through a handout for the class offering the main contributions of their project. The handout should be one page single-sided or double-sided and self-explanatory. In choosing content for the handout, consider what would be most useful to your classmates. What resources do you want them to have from your project? What lessons learned do you wish to share with them? Consider if it makes sense for the handout to be an orientation or training tool for the class, or perhaps a promotional piece for an organization offering highlights on your discoveries about it. Anything provided in the handout **should honor any confidentiality agreements** with your client, if you have one. We will have an opportunity to discuss all the handouts in class.

Extra Credit Option (5 points) – NOT REQUIRED. See schedule for instructions.

READINGS
There are required and optional readings as designated in the schedule. The book is: *Managing Nonprofit Organizations* by Tschirhart & Bielefeld, (2012), San Francisco: John Wiley & Sons (**ISBN-10:** 0470402997 or **ISBN-13:** 978-0470402993). Book is noted as MNO in course schedule. Not all handouts are listed in the schedule. **The book is on reserve at the library and available as an e-book from libraries.**

Students can access textbook information via the Barnes & Noble bookstore website: www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) on line.

ACCOMMODATION POLICY
"Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/."

OTHER POLICIES
Classroom conduct: Mobile devices should be turned off during class. Laptop computers, tablets and other devices are allowed as needed for course purposes only. Students are expected to be respectful of their

colleagues and guests during class.

Misconduct: Academic and personal misconduct are defined and dealt with according to the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp). Work should be original. Excessive quotation and paraphrasing of other's work with or without citation will not be accepted.

Grade Appeals: Grades on assignments and exams reflect overall quality of performance. You may appeal your grade on an assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. I will carefully consider all such appeals. I will not re-grade an individual component of an assignment; instead I will re-grade the entire assignment. As a result, the final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

Mental Health Statement: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building. 24 hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org**

COURSE SCHEDULE

DATE	TO DO BEFORE CLASS	MAIN TOPIC(S)	NOTES OR KEY EVENT
WEEK 1			
Aug 21 (Tu)	Get access to textbook Check out course website	Student Intros Course Intro	Course Orientation
Aug 23 (Th)	Read: • MNO chap 1 (skim) • MNO chap 2 • Framework for Analyzing (bring copy to class) • A Board Chair's Dilemma (bring copy to class)	Diagnosing and Responding to Challenges	Informational Report Picks Debate Assignments MORETOOLS Case Facilitation Instructions
WEEK 2			
Aug 28 (Tu)	Read: • Starting a NPO • MNO chap 3 Potentially applicable task: • Prepare a short pitch to recruit teammates if you want to do a group project and have an idea	Establishing a Nonprofit	Group project pitches

Aug 30 (Th)	Read: • OANO standards • Who Decides? • CASE: Sugarcoating	Multiple stakeholders' perspectives and interests	MORETOOLS Case facilitation: Sugarcoating
WEEK 3			
Sep 4 (Tu)	Read: • MNO chap 4 • What Do Nonprofits Stand For • Strategies for Cultivating a Learning Culture Potentially applicable task: • Be prepared to give report	Structure and culture	Report Presentation: Roadblock Analysis Report
Sep 6 (Tu)	Read: • MNO chap 5 Potentially applicable task: • Be prepared to give report	Strategizing	Report Presentation: A National Imperative
WEEK 4			
Sep 11 (Tu)	Read: • MNO chap 6 • Analyzing the dynamics Potentially applicable task: • Be prepared to give report	Acquiring resources, Value appeals	Report Presentation: Global Philanthropy Report
Sep 13 (Th)	Read: • MNO chap 7 Potentially applicable task: • Be prepared to give report • Turn in reflection on Sugarcoating	Fundraising, Financial Stewardship	Report Presentation: Lessons from the Nonprofit Overhead Project
WEEK 5			
Sep 18 (Tu)	Read: • The Looking Glass World… • MNO chap 8 Potentially applicable task: • Be prepared to give report	Marketing	Report Presentation: 2018 Global NGO Technology Report
Sep 20 (Th)	Read: • CASE: Pineville	Application of course ideas	MORETOOLS Case Facilitation: Pineville
WEEK 6			
Sep 25 (Tu)	Read: • MNO chap 9 • Strings Attached Potentially applicable task: • Be prepared to give report	Boards and Governance	Report Presentation: Leading with Intent: 2017 National Index of Board Practices

Sep 27 (Th)	Read:
	   • MNO chap 10
	Potentially applicable task:
	   • Be prepared to give report
		Executive Directors	Report Presentation: Race to Lead: Confronting the Nonprofit Racial Leadership Gap

WEEK 7			

Oct 2 (Tu)	Read:
	   • Updating the leadership…
	   • Making Founder Successions Work
		Succession Planning	

Oct 4 (Th)	Read:
	   • CASE: NAACP
	Potentially applicable task:
	   • Turn in reflection on Pineville
		Application of course ideas	MORETOOLS Case Facilitation: NAACP

WEEK 8			

Oct 9 (Tu)	Read:
	   • MNO chap 11
	Potentially applicable task:
	   • Be prepared to give report
		Strategic Human Resource Management	Report Presentation: From Words to Action: A Practical Guide to Diversity, Equity and Inclusion

Oct 13 (1h)	**NO CLASS**		
WEEK 9			
Oct 16 (Tu)	Read: • MNO chap 12	Values, Beliefs and Motivations	Report Presentation: Giving USA 2018

Oct 18 (Th)	Read:
	   • CASE: Wild River Women
	Potentially applicable task:
	   • Turn in reflection on NAACP case
		Application of course ideas	MORETOOLS Case Facilitation: Wild River Women

WEEK 10			

Oct 23 (Tu)	Read:
	   • MNO chap 14
	Potentially applicable task:
	   • Be prepared to give report
		Public and Government Relations	Report Presentation: State Regulation of the Charitable Sector: Enforcement, Outreach, Structure and Staffing
			
			Report Presentation: Monitoring, Evaluation and Learning in NGO Advocacy

Oct 25 (Th)	Read: • MNO chap 15	Partnerships, Alliances and Affiliations	Report Presentation: Benchmarks 2018

WEEK 11			
Oct 30 (Tu)	Read: • MNO chap 16 Potentially applicable task: • Be prepared to give report • Turn in reflection on Wild case	Change and Innovation Scaling	Report Presentation: Stanford Survey on Leadership and management in the Nonprofit Sector
Nov 1 (Th)	Read: • Shark Fundraising Potentially applicable task • Be prepared to give report	Short and Long Term Action plans	Report Presentation: Blueprint 2018
WEEK 12			
Nov 6 (Tu)	Read: • MNO chap 17 Potentially applicable task: • Be prepared to give report	Future Imagining	Report Presentation: Philanthropy and the Social Economy: Blueprint 2017 Facilitation: Case 1 & 2 lessons Facilitation: Case 2 & 3 lessons
Nov 8 (Th)	Read: • MNO chap 13 • Ten Reasons Not to Measure Impact and What to Do Instead Potentially applicable task: • Be prepared to give report		Report Presentation: When Collective Impact Has an Impact
WEEK 13			
Nov 13 (Tu)	Find a diagnostic tool and prepare a no more than half page explanation of it including your assessment of its value. Be prepared to share this tool with the class (have website link in case you wish to show it on screen or bring some hard copies for students to examine) Turn the material (half page and tool) in at the beginning of class for **FIVE POINTS** extra credit. You will get the extra credit if you submit material whether or not you present the tool during class. Not all students bringing in a tool may be able to present it though each presentation will only be a few minutes.	**Extra Credit Day Tools, Tools and More Tools!**	

Nov 15 (Th)	Read:
	   • Cleveland Clinic
	      • Watch https://tinyspark.org/podcasts/the-giving-code-silicon-valleys-prosperity-paradox/ (19 min) OR read Giving code_exec-summary.
	   • Social Enterprise is Not Social Change
	   • The Strength of Social Enterprise
		Group work for Debates: Opposing teams prep for the debate and the side they are assigned	Debate 1: Is the interest in social enterprises helping or harming nonprofits?
			
			Debate 2: Do all nonprofits have the responsibility to help their surrounding neighborhood?

WEEK 14			
Nov 20 (Tu)	To Be Determined Based on Student Interest		
Nov 22 (Th)	**NO CLASS: Thanksgiving Break**		
WEEK 15			
Nov 27 (Tu)	Post customized project handouts on Carmen for students to read before Thursday class	Debates: Insights from both sides	Each team member will give a 1½ minute statement arguing for their side. Each team will have time to respond to opposing comments.
Nov 29 (Th)	Read: • Students' project handouts	Project Learnings and Feedback	Discussion of Project Handouts
WEEK 16			
Dec 4 (Tu)	Course Debrief		
FINALS WEEK			
	Project Report Due		