

BP
Ag 22'11

Management & Leadership in Nonprofits

Calendar Description

Management and leadership issues within the context of private, non-profit and public community based organizations and businesses.

Content/Objectives

- The new paradigm for nonprofit organizations.
- Mission-Based management.
- Self-directed Team work
- Strategic planning, and organizational change
- Leadership and management

Outcomes/Competencies

- Conduct an organizational analysis of a rehabilitation organization/agency.
- Review current and emerging management issues and trends through the analysis of management journal articles/ management best sellers.
- Develop workplace team skills.
- Apply theory and integrate research in the various management areas reviewed throughout the course.

Assignments

On line discussion postings	30%
Articles/Book review.	30%
Case analysis and presentation	30%
Participation in peer review of team presentations	10%

Resources

Current management periodicals and publications.

Assigned case studies located on Blackboard.

Details for current course offerings are available at: www.crd.s.org

Instructor and Course Information

COURSE: Core 415	INSTRUCTOR: Pat Winter
TERM: Fall 2011	TELEPHONE: 403-815-4378
SECTION: L01	FAX: 220-6494
TIME/DATE: Thursday @ 9:30 a.m. Alternate wks Blackboard sessions	EMAIL: pfwinter@ucalgary.ca
LOCATION: MS 319	OFFICE HOURS: By appointment

Course Content

[Course Schedule:](#)

The intent of this course is to give students an understanding of organizational behaviour and management skills as a foundation in order that they may begin to rethink “how to do business differently” within the changing parameters of human service organizations. This course is a combination on campus lectures and on line sessions (Blackboard). Students are required to obtain an IT account in order to access the course on Blackboard. Please go to blackboard.ucalgary.ca and click on “Need help with Blackboard?”

Please read and follow the schedule closely.

September	15	On campus Introduction and Review Life and Times of Peter Drucker-Video
	22	On campus Analysis of organizational styles: for profit, not for profit, and public sector Business Paradigms-Video
September	25 – Oct 1	On line/Blackboard How to do Business Differently View Power point slides on Blackboard 1. Read chapter: Mission-based management (Brinckerhoff, 2000 - on Blackboard) 2. Read article: Foster,W. & Bradach, J. (2005). Should nonprofits seek profits? <i>Harvard Business Review</i> , 92– 100. 3. Read article: Ryan, W. (1999).The new landscape for nonprofits. <i>Harvard Business Review</i> , 77(1), 127 – 136. 4. Read article: Beck, T., Lengnick-Hall, C., & Lengnick-Hall, M. (2008). Solutions out of context: Examining the transfer of business concepts to nonprofit organizations. <i>Nonprofit Management & Leadership</i> , 19(2). 153 – 171. 5. Bradach, J.L., Tierney, T.J. & Sone, N. (2008). Delivering on the promise of nonprofits. <i>Harvard Business Review</i> , 86(12), 88 – 97. 6. Posting Assignment: Compare and contrast the above articles. Include in your critique (a) a description of the challenges nonprofit organizations face in conducting business in today’s environment, (b) ways in which nonprofits are responding to the challenges in the marketplace and (c) your comments on the ways nonprofits are responding to the challenges.
October	06	On campus Library Orientation – Library commons 9:30 am

October	9-16	<p>On line/Blackboard Vision/Mission View power point slides</p> <ol style="list-style-type: none"> 1. Read article: Rangan, V.K. (2004). Lofty missions, down-to-earth plans. <i>Harvard Business Review</i>, 82(3), 112 – 119. 2. Read article: Edie, D.C. (1995). Putting vision to powerful use in your organization, <i>Nonprofit World</i>, 13(4), 40 – 45. 3. Read article: Brown, W.A. & Yoshioka, C.F. (2003). Mission attachment and satisfaction as factors in employee retention. <i>Nonprofit Management & Leadership</i>, 14(1), 5 – 18. 4. Create a mission and vision statement for the agency in your case study. What are the values of the organization? 5. Comment on each team member's postings, by answering the following questions for each: Does it make sense? Can you understand what the agency's mandate is from the mission statement? Is there something missing? Marking criteria to be followed for only 2 responses.
October	20	<p>On campus Team work Outback Exercise Video – Team Building – an Exercise in Leadership What you need to work on individually to become a more effective team member? What do you need to work on “collectively” to become a more effective team? What do you see as the benefits to being in a “self-directed” team at work?</p>
Oct 23-30		<p>On line – Blackboard Strategic Planning</p> <ol style="list-style-type: none"> 1. View power point slides – Strategic Planning 2. Read article: Alexander, J. (2000). Adaptive strategies of nonprofit human service organizations in an era of devolution & new public management, <i>Nonprofit Management & Leadership</i>, 10(3), 287 – 303. 3. Read article: Maranville, S.J. (1999). Requisite variety of strategic management modes: a cultural study of strategic actions in a deterministic environment, <i>Nonprofit Management & Leadership</i>, 9(3), 277 – 291. 4. Answer question and post: Comment on the “adaptive strategies” and using “strategic planning” as a tool for nonprofits to achieve their mission. Comment on which one or more of these strategies have been used in your agency (past or present) or maybe should have been used! Support your answer with literature.
November	03	<p>On campus – SWOT Analysis /Leadership SWOT Analysis- in teams Leadership</p> <ol style="list-style-type: none"> 1. View Power point slides – Leadership, Leaders and Managers 2. Read article: Zalenick, A. (2004). Managers and leaders: Are they different? <i>Harvard Business Review</i>, 82(1), 74 – 81. 3. Read article: Kotter, J.P. (2007). Leading change: Why transformation efforts fail. <i>Harvard Business Review</i>, 85(1), 96 – 103. 4. Leadership Challenge Video– Kouzes & Posner 5. Complete Leadership/Management Type –Exercise (Handout)
November	12-20	<p>On line/Blackboard Organizational Change</p> <ol style="list-style-type: none"> 1. View power point slides 2. Read article: Sirkin, H., Keenan, P. & Jackson, A. (2005).The hard side of change management. <i>Harvard Business Review</i>, 83(10), 109 – 118. 3. Read article: Duck Daniel, J. (1993). Managing change: The art of balancing. <i>Harvard Business Review</i>, 71(6), 109 – 118.

4. **Answer the following questions** and post: Change in organizations can be difficult for employees. Give an example of “organizational change” that occurred in your agency (past or present) and comment on how management handled the process. What were the positive outcomes of the change process and employee reactions? Reflecting on the articles, what should have management done differently to help with the transition? Support your response with literature.

November	24	On campus Generational Leadership
December	01	On campus Team Case Study Presentations
December	08	Team Case Study Presentations

Details of Assignments

Assignment #1:

30%

Discussion Board Postings:

These postings are on an individual basis and you are expected to complete the questions/exercise (if applicable) in each section that particular week. Each weekly exercise and question (if applicable) will commence on the Sunday midnight at the beginning of the given week and posting to occur by Wednesday at midnight of that given week, this is the **Major Post**. Students then have the rest of the week to respond to (2) major postings of their fellow students. Evaluation will be based on the marking criteria outlined.

Follow the marking criteria for major postings AND both responses for full marks

Marking criteria for on line postings

Quality of on line postings: demonstrates an understanding of the weekly concepts and integrates information, incorporates reflection and critical thought.
Analysis of content: contributes new ideas or information based on new literature from E-journal articles found by the student. A minimum of one new reference each blackboard session (magazines, books, newsletters, websites will not be counted as the NEW literature)
Application to professional practice: demonstrates the ability to apply concepts to professional practice. Link it to an example from an organization you are working for, have worked for or the case study.

Marking Rubric

Major postings are worth a total of 60 marks. Must complete all components (exercise & question), and follow the marking criteria for full marks.

- 10 marks = 3 out of 3 marking criteria met
- 7 marks = 2 out of 3 marking criteria met
- 3 marks = 1 out of 3 marking criteria met
- 0 marks = no posting, late posting, failed to meet any marking criteria

Responses worth a total of 40 marks. Must complete all 3 marking criteria for full marks.

- 7 marks = 3 out 3 marking criteria met
- 4 marks = 2 out of 3 marking criteria met
- 2 marks = 1 out of 3 marking criteria met
- 0 marks = No posting, late posting, failed to meet any marking criteria

The instructor will give feedback to the students at the end of each Blackboard session on their online postings. For example, if you received 10 marks on each of the 4 major postings the percentage works out to an “A” grade. See schedule for Blackboard Sessions.

Assignment #2:**30%**

Management Articles Review or a Book Review (students are to prepare a 7- 10 page (double spaced) review on one of the following. (APA referencing style is required).

Option 1. Students will write a review of 3 relevant articles chosen by the student that represent **one theme** or area of organizational management discussed in this course from on-line management journals.

or

Option 2. Students will write a review of one (1) current (2001-2011) bestseller book on management that follows one of the themes identified in the course. Book needs to be approved by Instructor. APA referencing required.

Use the following headings for the option you choose:

- A. Introduction
- B. Summary of Themes
- C. Critical Analysis and integration of literature
- D. Recommendations
- E. Conclusion

Marking criteria:**Mark**

a) The ability to summarize by themes/issues in the articles/book:	5
b) The ability to critically reflect on these themes and provide NEW literature (min. 5 journal articles)	15
c) The ability to write in a clear and concise manner, free of grammatical errors, follows APA referencing (including in text citations) & uses the headings provided.	5
d) The ability to make recommendations for rehabilitation agencies	5

Due date: November 24, 2011

Assignment #3**30%****Team Case Analysis and Presentation**

The team working in a consultative role will analyze a case study based on organizational development concepts covered in the first half of the semester. Remember to focus on management issues **and NOT clinical issues**.

Case studies are found on Blackboard under Course Content. Case studies for each team will be decided on in class.

The instructor recognizes that students' participating in a team/group assignment is stressful. In order to mitigate the stress and create the "best learning outcome" for students the following points will be adhered to:

1. Each on campus class will have a designated time for the teams to meet and work on their presentation, should use choose to use it or not. Each on campus class has a specific team exercise to do so it is important for students to attend the on campus class.

Please note the classroom is available for teams to meet each week that we are on BB.

2. Each team will work out the values that are important to the team and from there establish the rules each team member will abide by. Should a team member consistently ignore, or break the values established and not follow through on the designated individual tasks for the team's presentation, the team (on majority vote) can "divorce," "fire," or "kick out" the team member from the final presentation grade. The ousted team member will then have to make an appointment to see the Instructor. The Instructor will not get involved in the team's final decision so long as protocol has been met.

NOTE: There is no written paper for this assignment

The team will be graded on the following:	Mark
a) Creativity in outlining the issue (s) and/or decisions to be made in a creative manner (did the presentation run smoothly, no lag time and were the issues presented in a clear manner that were easily understood?)	10
b) Comprehensive analysis of the agency, issues involved and deciding on the priority issues	9
c) Class discussion and participation	5
d) Recommendations/links to the literature – the relevancy and usefulness of the recommendations	6
Due Date: Dec. 01 & Dec. 08, 2011	

Assignment #4

10%

Participation in Peer Review of Team Presentations

Students must be present for all 2-3 days of case study presentations and participate in the peer review process. Student evaluations of previous classes indicate that having their peers present is very important to them.

Student Responsibilities

Due to the nature of on line work, it is imperative that students meet the posting timelines. Students are encouraged to designate a specific time each week to complete the work.

1. Each week starts on a Monday.
2. Major posting by Thursday midnight.
3. Two responses to your peers' major postings by Sunday midnight.
4. Follow the marking criteria in the course outline for your postings.

Please remember there are other students in the course that need to respond and be respectful of each others' time.

Instructor Responsibilities

1. Thursday's major posting are reviewed by Sunday night. The last response postings for the week (Sunday night) are reviewed by Tuesday evening. After this time, the instructor will not go back and look at any week that is "over". The student will forfeit the ranking for that particular week if the posting is late. Only exceptional circumstances are considered.
2. Any postings the instructor considers "chit-chat" will not be considered for your (2) on-line responses (unless that is all there is). Chit-chat is expected with on-line learning but remember to do two quality responses, in addition to the major posting [following the marking criteria in the course outline](#).
3. The marking criteria are provided to ensure your posting is meeting the expectations of the course. The instructor will provide feedback on the postings to students after the Blackboard sessions.
4. **Remember** if you provide a reference that is not in the course readings; please give the whole reference at the bottom of your posting so that we know where it came from.

Resources

Assigned case studies.

Arnold, H., Feldman, D., & Hunt, G. (2004) *Organizational behaviour: A Canadian perspective* (5th Ed). Toronto, ON: McGraw-Hill Ryerson Limited.

Beckard, R. & Pritchard, W. (1992). *Changing the essence: The art of creating and leading fundamental change in organizations*. San Francisco, CA: Jossey Bass.

Brody, R. (2005). *Effectively managing human service organizations* (3rd Ed.). Newbury Park, CA: Sage Publications.

Brown, R. (Ed). (1986). *Management and administration of rehabilitation programs*. San Diego, CA: College-Press

Brinckerhoff, P. (2007). *Generations: The challenge of a lifetime for your nonprofit*. Saint Paul, MN: Fieldstone Alliance.

Brinckerhoff, P. (2000). *Mission-based management: Leading your not-for-profit into the 21st century* (2nd Ed.). Toronto, Canada: John Wiley & Sons

Bryson, J. (2004). *Strategic planning for public and nonprofit organizations* (3rd Ed.). San Francisco, CA: Jossey-Bass

Champy, J. (1996). *Reengineering management*. New York: Harper Collins.

Cloke, K., & Goldsmith, J. (2002). *The end of management and the rise of organizational democracy*. San Francisco: Jossey-Bass

Cloke, K., & Goldsmith, J. (2002). *Resolving personal and organizational conflicts: Stories of transformation and forgiveness*. San Francisco: Jossey-Bass

Covey, S.R. (2004). *The 7 habits of highly effective people*. New York, NY: Fireside.

- Covey, S.R. (1991). *Principle-centered leadership*. New York, NY: Fireside.
- Dimock, H. (1992). *Intervention and empowerment: Helping organizations to change*. North York, ON: Captus Press.
- Fullan, M. (2002). *Leading in a culture of change*. San Francisco: John Wiley & Sons.
- Garder, H., & Orelove, F. (1994). *Teamwork in human services*. MA: Butterworth-Heinemann
- Harvard Business Review on Leadership. (1998). Boston: Harvard Business School
- Hesselbein, F., & Goldsmith, M. (Eds.). (2006). *The leader of the future*. New York: The Drucker Foundation.
- Hesselbein, F., Goldsmith, M., & Beckhard, R. (Eds.). (1997). *The organization of the future*. New York: The Drucker Foundation.
- Hesselbein, F., Goldsmith, M. & Somerville, I. (2002). *Leading for innovation*. New York: Jossey-Bass.
- Hickman, C.R. (1992). *Mind of a manager, soul of a leader*. New York, NY: John Wiley and Sons.
- Kezar, A. (2009). (Ed). *Rethinking leadership in a complex, multicultural, and global environment*. Stirling, Virginia: Stylus Publishing.
- Kouzes, J.M., & Posner, B.Z., (2007). *The leadership challenge*. San Francisco, CA: Jossey-Bass.
- McConnel, C. (1997). *The effective health care supervisor*. Maryland: Aspen
- Peters, T.J., & Waterman, R.H. (2004). *In search of excellence: Lessons from America's best-run companies*. New York, NY: Warner Books, Inc.
- Senge, P. (2006). *The fifth discipline: The art & practice of a learning organization*. New York, NY: Doubleday.

Relevant Journal Examples:

Nonprofit World
 Supervision
 Harvard Business Review
 Non-profit Management & Leadership
 Journal of Higher Education Policy & Management
 Journal of Management Studies
 Tertiary Education and Management
 Higher Education Management
 Administrative Science Quarterly
 Organizational Dynamics
 Journal of Organizational Change
 Learning Organizational journal

Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

IMPORTANT DATES FOR FALL 2011

The last day to change or drop a course - [September 23, 2011](#).

The last day to pay balance of fees - [September 30, 2011](#)

The last day to withdraw - [December 9, 2011](#).

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

Academic Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. ***It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.***

IMPORTANT: Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

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