

**Syllabus**  
**for**  
**LEAD 7300, Selected Issues in Leadership Studies**  
**Management of Nonprofit Organizations**  
**Spring Term, 2014**  
**Armstrong Atlantic State University**

Revised by William Griffin, 011214

**Schedule**

The class will meet on Tuesday evenings. Our first class will meet on January 14. We will meet until May. We will not meet on March 18 (Spring Break). The class is scheduled to meet from 6:00 pm to 8:30 pm. We will meet in Room 201 in Hawes Hall. About two dozen people are signed up for the class.

**Instructors and Developers**

Bill Griffin is the instructor. Bill Griffin and Louise Walters are co-developers of the course. Louise is a subject matter expert. Bill and Louise have been married since 2008.

**Contact Information**

- **Keep us informed in regard to any situations that may impact your attendance or your ability to complete assignments on schedule.**
- The best model to use in communicating with the instructors is to treat us like your supervisor at work. If you can't come to class, please call. If you have a personal or professional problem, please call.
- We work from an office at our home. We live southeast of Savannah in unincorporated Chatham County. Our home office is on Skidaway Island. There is a good telephone answering machine there. 912-349-7989. If you leave a message, speak slowly and with a loud voice. Give your name, the college, course name, and phone number. Tell us whether you want us to call you back.
- We carry cell phones. They include phone mail, but that feature is not as reliable as our office phone mail. Bill's cell phone is 912-667-1970. Louise's cell phone is 912-667-

1960. If you leave a message, speak slowly and with a loud voice. Give your name, the college, the course name, and your phone number. Tell us whether you want a call back.

- Bill's personal e-mail address is [billgriffin@theleadershipcenter.com](mailto:billgriffin@theleadershipcenter.com). Louise's personal e-mail address is [louisewalters@theleadershipcenter.com](mailto:louisewalters@theleadershipcenter.com). We check them once per day. If you need to send an assignment to Bill e-mail, you are required to call one of Bill's phones and leave a message (e.g., "Professor Griffin, this is Marry Money from the Armstrong Management of Nonprofit Organizations course. I am using your personal e-mail to submit Writing Assignment 3, because I will be out of town on business and unable to attend class.")
- Bill's Armstrong e-mail address is [bill.griffin@armstrong.edu](mailto:bill.griffin@armstrong.edu). Bill will try to train himself to check it once per day. Louise does not have an Armstrong e-mail address.
- Some people check e-mail constantly. Bill does not do that. You should use the telephone to communicate urgent messages to Bill.
- Bill teaches for two departments at Armstrong: The Professional Communications and Leadership program and the Engineering Department. Bill also teaches at Webster University (MBA students) on Thursday evenings and at Savannah Tech on Monday and Wednesday evenings.

### **Office hours**

- On Tuesday from 4:30 to 6:00 pm, we will try to be on the Armstrong campus and hold office hours. We are usually in the office of the Liberal Arts Department at 4:30 making photocopies. When we finish in the Liberal Arts office, we usually move to the classroom. Because this schedule varies from week to week, we recommend you call Bill to make an appointment.
- You can make an appointment to meet with us at some other time and place. We suggest you use our office phone or cell phones to make appointments.

### **Instructor/ Developer background**

Bill is a full time college educator. His mission is to help people achieve their plans and goals. He helps students work their way through their courses, and he helps with career planning.

Bill completed graduate degrees in law, management and engineering. He worked in industry and government for three decades, mostly in the professional services field. He was primarily an

attorney and engineering manager, but he also worked in public information, lobbying, sales and other capacities. In 2000, Bill began teaching at the college level. Since then, he has taught about 100 college courses, including 27 different topics. This is Bill's first opportunity to teach a course on Management of Nonprofit Organizations. Bill has worked as Executive Director of a national trade association, but most of his nonprofit experience has been as a volunteer with environmental, arts, professional and educational nonprofits.

Louise Walters is co-developer of the course. She is our subject matter expert. She has been professionally involved in nonprofit organizations for three decades. She has been the top employee (Executive Director) of two Chambers of Commerce, a museum, and some economic development organizations. She has owned and managed a company that performed management duties for associations, especially trade associations and professional societies. Louise is a full-time student, pursuing a PhD in Organizational Leadership.

We moved to Savannah in 2012. We previously lived in South Dakota and California. Bill has also lived in Atlanta, Boston and DC.

### **Teaching Philosophy**

It may help you to be aware of two images that the instructors use to visualize the course delivery.

1. *The toolbox.* We see the students as mechanics-in-training, and the purpose of the course is to load up their "mental toolbox" with ideas and methods that they can use to solve problems in their careers.
2. *The tour bus.* We see each class session as a bus ride. The students are riding on a tour bus. The instructors are bus drivers and tour guides who provide commentary (e.g., "In the next few minutes, we will be showing you a half dozen tactics that can be used to mobilize volunteers."). Each student's role is to prepare for class (i.e., complete the reading before the bus ride), climb on the bus (i.e., come to class), look out the windows of the moving bus, listen to the narration, and ask questions and make contributions that move the discussion forward.

### **Tests and exams**

We do not usually use tests or exams for grading. Students earn grades by writing papers, giving presentations in class, participating in class discussions.

## **Pacing of work**

All of the classes that Bill teaches are “front loaded.” You will need to get rolling quickly with reading and writing assignments. If you fall behind on reading and/or writing assignments, you will not be able to participate in class discussions meaningfully. Incidentally, we have observed that students who fall behind schedule tend to submit written assignments of poor quality.

**You will not be allowed to turn in writing assignments on the last day of class (WEEK 15). Your last opportunity to turn in papers will be one week earlier (WEEK 14), and we will hand the papers back during the last week of class (WEEK 15).**

## **Seminar format**

This course will use seminar format. That means the students should be doing more than half of the talking, and the instructors should be doing less than half the talking. The course includes lots of thought-provoking material, so we should be able to have lively discussions.

## **Opinions**

It is impossible to cover the course material without offering opinions. Our ground rule will be that everyone is invited to share their opinions. Bill and Louise will offer our opinions, but you are not expected to agree with us. On some topics, we do not have an opinion, so we do not expect you to have an opinion on every subject either.

## **Guest speakers**

We will try to recruit some guest speakers. We want you to help with that too. If you know of someone who would be a good speaker, please discuss it with us.

A typical guest speaker works to the following one-hour format from 6:15 pm to 7:15 pm. This format works well because the speaker does not need to do any preparation unless they want to.

- Ten minutes to give their background.
- Ten minutes to tell success stories and other positive things (e.g., “I have helped lots of people get jobs by writing resumes for them”).
- Ten minutes to tell about failures and lessons learned (e.g., “In the corporate world, sometimes I was not effective in campaigns to get adequate budgets for the departments that I was managing, and this caused some of my people to lose their jobs”).
- Thirty minutes for question and answer.

Armstrong does not pay guest speakers for their time. They are here to help you. All of these people are leaders. Some are volunteers. Some are paid professionals. When they come to our class, you need to do a few things. (1) Be a friendly audience. Keep in mind that some of them provide networking opportunities that could be helpful in job hunting. (2) Listen to their story. (3) Ask interesting questions so that we have a good dialogue and they enjoy being here.

## Grading

Bill is a lawyer. He believes in contracts. He believes that, if the student attends class regularly, and if the student completes all of the writing assignments with a professional level of quality, then the student has earned a high grade.

A points system will be used for grading. Students can earn points from writing assignments and in-class presentations, class participation, and attendance. You can earn up to 1450 points.

Writing Assignments	1300 points on 14 papers
Presentations in class and class participation	<u>150 points</u>
Total	1450 points

## Grading on class presentations and participation

Sometimes you may be asked to make a presentation on a writing assignment that you have prepared. You will also be graded on class participation. If you **participate actively** in class discussions, ask interesting questions, offer useful solutions to questions that are offered by the instructor or your classmates, you can score up to 10 points per class session.

## Textbook

We will use: *Nonprofit Management 101, A Complete and Practical Guide for Learners and Professionals*. Editor: Darian Rodriguez Heyman. 2011. Publisher: Josey-Bass, division of Wiley, San Francisco.

ISBN 978-0-470-28596-1 (PBK)

ISBN 978-1-118-01792-0 (ebk)

ISBN 978-1-118-01793-7 (ebk)

ISBN 978-1-118-01794-4 (ebk)

The textbook was selected after we reviewed three candidate books. Fifty authors contributed to the textbook, including many of the top people in the nonprofit management field. If your employer were to send you to a five-day international conference on nonprofit management, and if you sat in the audience through 33 one-hour presentations (one for each chapter), that is the sort of delivery that this book uses. It also includes links and citations to about 500 additional

references and resources. So this textbook is a “how to do it” book on managing nonprofits. It is not a scholarly, theoretical study of how nonprofits are managed.

During the course, we will not follow the same order as the chapters in the textbook. We will try to cover all of the “managing people” issues first. Then we will cover the “managing money” issues later.

### **Writing Assignments**

1. We will use the abbreviation “WA” for writing assignments. If a writing assignment is due during WEEK 3, it will have a code WA3. Each paper should include a cover sheet that includes: your name, title of the paper, and WA-code.
2. Here is an example of how the sequencing of reading, discussing, writing, and submitting writing assignments will usually work. In a typical sequence, we will ask you to read some material in advance of WEEK 4. We will discuss the reading material during WEEK 4 class. Then you will write a paper based on the reading and WEEK 4 discussion. Then you will bring your completed paper to WEEK 5 class, where we will discuss your paper. Then you will submit your paper at the end of the WEEK 5 class.
3. Please staple the pages of your writing assignments. If you do not staple the pages together, it is a requirement that you put your first and last name on each page.
4. Most writing assignments should have 600 words of text. That is equivalent to two double spaced pages. Please do not exceed 900 words of text for a 600-word assignment. You can add other things like tables, figures, graphs, etc., which are not part of your word count.
5. Format for writing assignments: Use Times New Roman type font, 12-point. Double space everything.
6. As a general rule, use APA format. There are exceptions, as mentioned below. Pursuant to the APA format guidelines, you should cite sources of information and quotations. If the material in your paper comes from our Heyman textbook, then you should cite it as a reference. The APA protocol includes inserting an in-text citation (e.g., “Brown, 2009”), then putting a detailed citation in the References page that you locate at the end of your paper. Contrary to APA guidelines, do not include an “abstract” in your papers. Contrary to APA guidelines, do not include a “conclusions” section in your paper unless you think it needs a conclusion. If you are not familiar with APA guidelines, you should

use this course as a non-threatening opportunity to learn them. Most research papers at Armstrong are prepared to satisfy APA guidelines.

7. The main criterion used in grading writing assignments is “comprehensibility.” That means, “Can the grader understand what you wrote, and does it make sense in light of the reading material and problem statement?” Secondary grading criteria include producing professional quality work. It is your job to eliminate spelling errors, grammar errors, create a neat appearance, and make the paper organized. You should use Spell Check. You should edit your own work. If you are not a good editor, you should have a friend review a draft of your work. We do not just *grade* the writing assignments; we *edit* them. So you need to do your own editing before you submit your papers. The best standard of quality for you to use is: “Is the writing assignment that I have drafted in professional enough condition that I could submit it to my boss at work?”
8. The Internet is a wonderful tool, but it is a constant invitation to use material that was prepared by other people. Do not do that. Plagiarism is easy to detect. Penalties are very serious.

### **Course content relates to the textbook**

The course on Management of Nonprofit Organizations is based around the textbook, *Nonprofit Management 101*. We will cover the entire textbook, 33 chapters. Each week there will be about 40 pages of reading from the textbook. You will need to complete that reading before you come to class. If you do not complete the reading before class, you will not be able to meaningfully participate in the class discussions.

## Course schedule and content

### WEEK ZERO

1. Obtain the textbook *Nonprofit Management 101* (Heyman, 2011, published by Jossey-Bass. ISBN 978-0-470-28596-1 (PBK); 978-1-118-01792-0 (ebk); ISBN 978-1-118-01793-7 (ebk); ISBN 978-1-118-01794-4 (ebk).
2. Read and come to class prepared to discuss during WEEK 1:
  - Front matter (Foreword, About the Book, Acknowledgements).
  - Part One. Pages 1-4
  - Chapter 1. The role of nonprofits in American life. Pages 5-20.
  - Chapter 2. Welcome to the movement. Pages 21-28.
  - Chapter 3. On leadership in the nonprofit sector. Pages 29-38.
  - Read the first nine pages of the Syllabus.

### WEEK 1, January 14

1. Personal introductions. Come to class prepared to discuss your involvement in the course. Each person will take three minutes to discuss:
  - Your “day job”
  - Your educational background (academic and professional/specialty)
  - Why you joined Armstrong’s PCL program
  - Why you signed up for this course
  - Your goals for the course
  - Your career goal
  - How you plan to use the knowledge that you will accumulate during this course

You will be compiling this material into a Biography Form (attached) that allows you to answer these items. You will be submitting the form during WEEK 2.

2. Discuss student questions regarding the Syllabus.
3. We will discuss the opportunity for your graduate program to have a *transformational*, positive impact on you, and this course can be a player in that process.

4. Discuss Griffin's example compilation of his involvement with nonprofit organizations (handout).

BIOGRAPHY FORM: STUDENT INFORMATION

Name: \_\_\_\_\_

Daytime phone: \_\_\_\_\_

Home phone: \_\_\_\_\_

Armstrong e-mail: \_\_\_\_\_

Other e-mail: \_\_\_\_\_

Other e-mail: \_\_\_\_\_

Day job employer: \_\_\_\_\_

Function/ job title in day job: \_\_\_\_\_

Professional specialty: \_\_\_\_\_

Undergrad school and major: \_\_\_\_\_

Grad school before Armstrong: \_\_\_\_\_

Why did you join the Armstrong PCL program? \_\_\_\_\_

\_\_\_\_\_

Why did you sign up for this course? \_\_\_\_\_

What are your goals for the course? \_\_\_\_\_

What are your career goals? \_\_\_\_\_

\_\_\_\_\_

How do you plan to use the knowledge that you will accumulate during this course?

\_\_\_\_\_

## WEEK 2, January 21

1. To prepare for WEEK 2 class, please read the following. Come to class prepared to discuss.
  - Chapter 4, Taking charge of your nonprofit sector career. Page 41-56.
  - Part 2, Managing organizations and people. Page 57-61.
  - Chapter 5, Strategy and planning: turning a dream into reality. Page 63- 75
2. DUE during WEEK 2: Prepare two writing assignments. WA2A and WA2B.

Writing Assignment WA2A: *Goals*. 50 points. Due WEEK 2. 300 words. Up to 50 points.

Explain your goals for the Managing the Nonprofit Organizations course. What do you hope to learn from the course? What resources do you expect to use (e.g., AASU Library, textbook, references cited in the textbook, Internet, instructor)? What are you prepared to do in order to maximize the return from your investment of effort in the course?

AND

Week 2 Writing Assignment WA2B: *Involvement in nonprofits*. 600 words. 100 points. Due WEEK 2.

Discuss your involvement, personal and/or professional, with nonprofit organizations. You can use a table format (like Griffin's example) or paragraph format. Come to class prepared to discuss your involvement with nonprofits.

During class we will discuss WA2B.

## WEEK 3, January 28

1. To prepare for WEEK 3 class, please read the following material. Come to class prepared to discuss.
  - Chapter 6, Strategic restructuring: collaboration, alliances, and mergers. Pages 77-92.
  - Chapter 7, Risk management and insurance. Pages 93-105.
  - Chapter 8, Making human resources work for you: best practices in nonprofit human capital management. Pages 107-125.
2. Writing assignment WA3. Due WEEK 3. Write one paper. Choose one of the following two writing assignments. 600 words. You can earn up to 100 points on WA3A or WA3B. Come to WEEK 3 class prepared to discuss. Turn it in at the conclusion of the WEEK 3 class session.

### Writing Assignment WA3A: *Good and bad leaders.*

Chapter 3 discusses leadership. Look back at the people for whom you worked. Pick out the best manager. What characteristics did they have that made them effective? Pick out the worst manager. What characteristics did they have that made them a poor manager? It is not necessary to mention their names.

OR

### Writing Assignment WA3B: *Nonprofit Resume*

Write a resume. Whether or not it is one of your current goals, there is a possibility that you may someday want to spend part of your professional career working in nonprofit organizations. Draft a resume that shows what education, professional experience, personal experience and other skills you currently have that could land you a paying job in a nonprofit organization.

During class we will discuss students' WA3A and WA3B.

## WEEK 4, February 4

1. To prepare for WEEK 4 class, please read the following material. Come to class prepared to discuss.
  - Chapter 9, The importance of diversity. Pages 127-147.
  - Chapter 10, Bridging the generation gap. Pages 149-160
2. Writing assignment WA4. Pick one of the following three topics (from Chapters 6, 7 or 8). 600 words. 100 points. Due WEEK 4. Note: If your work experience does not provide you with a basis to write any of the three alternative papers, see the instructor to discuss and agree on a topic for your WA4 paper.

WA4A: *Managing restructuring*. Related to Chapter 6.

During your career, have you been employed in a situation where there was a restructuring, collaboration, alliance, merger, or turnaround? How did the organization manage these things? In your opinion, was the process well managed? Given the successful and unsuccessful aspects of the process, what did you learn?

OR

WA4B: *Risk management*. Related to Chapter 7.

During your career, have you been associated with an organization that had insurance and/or risk management programs? How did they manage them? Do you think they handled these things well? Were there noteworthy successes or failures? What did you learn from this experience?

OR

WA4C: *Human resources*. Related to Chapter 8.

During your career, have you been associated with an organization that had a human resources organization? What functions did they manage for the organization? Do you believe they handled their functions effectively? Were there noteworthy successes and failures? What did you learn from this experience?

During class we will discuss the three WA4 writing assignments.

## WEEK 5, February 11

1. To prepare for WEEK 5 class, please read the following material. Come to class prepared to discuss.
  - Chapter 11, Nonprofit law. Pages 165-179.
  - Chapter 12, Nonprofit advocacy and lobbying. Page 181-196.
2. Writing assignment. WA5. 600 words. Due WEEK 5. These assignments relate primarily to Chapters 8, 9 and 10. Pick from one of the following two assignments, either WA5A or WA5B.

WA5A: *Diversity and generation issues*. 110 points.

You are Nelly Noble. You recently completed the master's degree program in Professional Communications and Leadership at Armstrong Atlantic State University. You are 35 years old, and you are a 50-50 genetic mixture of Vietnamese and Afro American.

You recently landed your "dream job" when you were hired as Executive Director (the top paid staff person) for a nonprofit organization called KeepEmWorkin.org. The goal of KeepEmWorkin is to help Savannah area Baby Boomers avoid financial difficulties in their advancing years by keeping them in the workplace (instead of encouraging them to retire and try to rely on inadequate income from Social Security). KeepEmWorkin provides training, counseling, and other services to people in the 60-to 90-year old age range. KeepEmWorkin has attracted lots of donations and grant money, so you have no money problems to worry about during your first year.

As you assume your new duties, there is a one-month transition stage while the prior Executive Director, Gretchen Generous, is moving out and you are moving in. You find yourself in a wide ranging conversation with Gretchen. She makes an interesting comment.

"There is something odd happening here. I have never been able to decide whether it is a 'problem,' so I have never attempted to solve it. Maybe it is a problem, and maybe you should do something about it. When our staff was hired over the years, we seemed to build a very diverse workforce. Our worker population is about 30 percent Hispanic, 30 percent Afro American, 20 percent Asian, 10 percent mixed race like you, and 10 percent white. Seventy percent of our employees are female. They are good people, we enjoy working together, and I believe we are doing well at accomplishing our goals. Last year we helped over 1,000 local people avoid retirement at age 65 by keeping them in the workplace. The average employee at KeepEmWorkin is about 30 years old, with none older than 40 years old. Our volunteers seem to have the same demographic breakdown as our employees. Let's look at our Board of Directors, which includes ten

people, all of whom are volunteers. They seem to resemble our staff and volunteers, with three Hispanics, three Afro Americans, two Asians, one mixed race, and one white person. Seven of our ten board members are female.

“With that as background, let’s look at our ‘clients,’ the people we serve. The average age is 63 years old, with a range from 60 to 83. Sixty percent are male. We are now serving over 2,000 clients. The breakdown looks pretty much like the Georgia population as a whole: nine percent Hispanic, 30 percent Afro American, four percent Asian, 56 percent white, and two percent mixed race. If a statistician were looking at these numbers, they might observe that our clients seem to be more male, more old, and more white than our employees, board members and volunteers. I spoke to our legal counsel about this question, and she assured me that our organization is in compliance with our charter, bylaws and federal and state law. What do you think about these numbers? Is this just something that merely ‘looks odd’ and is of no real consequence, or is there a problem here that our organization needs to work on? Would you change the way we hire employees? Would you change the way we develop and promote employees? Would you change the way we recruit board members? Would you change the way we recruit volunteers? Would you change anything else? Or should we continue to do nothing? I suggest your write up your ideas and e-mail them to me in two days. Then, after I have read your paper, let’s talk about it a week from today.”

You think about this overnight. You recall that, when you were a student at Armstrong, you took the course on Managing Nonprofit Organizations. The Heyman textbook included Chapters 8, 9 and 10, which discussed human resources, diversity, and generation issues. Based on the ideas in the textbook, would you make any changes in KeepEmWorkin? You can also use other references.

OR

WA5B. Pick a topic from Chapters 9 or 10. 100 points. *Chapter 9 paper* or *Chapter 10 paper*

Write a 600-word paper. It can be a summary, an analysis, something from your professional life, something from your personal life, or some other topic related to these chapters. You could select a scholarly article on diversity or generational issues and write a 600-word summary.

During class we will discuss students’ WA5 papers.

## WEEK 6, February 18

1. To prepare for WEEK 6 class, please read the following material. Come to class prepared to discuss.
  - Board and volunteers. Page 495-500.
  - Chapter 30, Board governance. Page 501-518
  - Chapter 32, Volunteer recruitment. Page 533-549
  - Chapter 33, Volunteer engagement and management. Page 551-568.
2. Writing assignment. WA6A. Due WEEK 6. 600 words. 100 points. *Nonprofit law, advocacy and lobbying.*

You are Connie Careful. You are a graduate of Armstrong's master's degree program in Professional Communications and Leadership. You were hired recently by the Georgia Conservative Society. The organization decided to create the position of Compliance Officer, and they hired you to fill this job.

Created in 1965, the organization began as a sort of social club for people who liked to sit around, have a cocktail, and talk politics. They would bring in conservative speakers, sometimes paying them sizable honorariums (In 2002, Rudolph Giuliani was paid \$100,000 to deliver a 50-minute talk). Members include people from the Republican Party, Tea Party, Libertarian Party, and conservatives who have no party affiliation. It is an informal organization, and the Executive Director has been the only paid staff person until they hired you. Nevertheless, there is an annual budget of over \$20 million, all of it coming from donations.

A couple of years ago, the membership decided to move beyond having meetings, cocktails, conversations and speakers. It happened during a membership meeting, when there were statements like, "This is a free country. If we want to use our money to support conservative candidates and conservative causes, there is nothing wrong with that. It is nothing more than freedom of speech, which is protected by the Constitution." The Georgia Conservative Society began making campaign contributions to political candidates (over \$10 million per year). The Society began lobbying on political issues, using big name lobbyists in DC. The Society is now spending 20 percent of its revenues on lobbying (about \$4 million per year).

You meet with the Executive Director, Sally Social. She says, "A couple of months ago, a new volunteer joined our Board of Directors. She is Lana Legal, an attorney who works for a local bank. She came in on a Saturday and reviewed our charter documents, our bylaws, and the paperwork that we submitted to IRS when we were gaining approval as a tax exempt organization in 1965. Lana became concerned about the possibility that we were out of compliance with federal regulations. She met

with our Board of Directors and convinced them that we needed to hire a Compliance Officer. That's why we hired you.

“If Lana is correct, our organization may be out of compliance with the IRS rules. I want you to develop a Compliance Plan. It should explain, in plain language that our members can understand, what we are allowed to do and not allowed to do. I want you to limit it to 600 words. Please provide me with a Compliance Plan within two days. After the Board has approved it, the Compliance Plan will be sent to our organization's members, board, officers and staff members. All of them will be required to comply.”

You recall that, when you were at Armstrong, you took the course on Managing Nonprofit Organizations. The Heyman textbook included two chapters on nonprofit law, advocacy and lobbying issues. You can use other references if you like.

## WEEK 7, February 25

1. To prepare for the WEEK 7 discussion, please read the following items.
  - Chapter 28. Painless and effective event planning. Pages 459-477
  - Chapter 13. Nonprofit financial management. Pages 197-216.
  - Part Four. Nonprofit technology and IT. Pages 217-220.
  - Chapter 14. The technology foundation: hardware and software. Pages 221-238.
2. Writing Assignment 7. WA7A. *Board of Directors; Management Structure*. Due WEEK 7. 100 points.

You are Camille Consultant. You advise nonprofit organizations on ways to improve themselves, including executive search, process improvement, and many other areas where organizations can benefit from the point of view of an outside expert. You have been hired by WorldSafe for a one-month consulting assignment.

WorldSafe is a huge humanitarian organization. They support peace initiatives, human rights causes, and the like. The Chairman of the Board and CEO is Karen Bush. She has been leading WorldSafe for two decades. She won the Nobel Peace Prize about 30 years ago for her work at the United Nations. She is loved and highly respected on a worldwide basis (think of a mixture of Nelson Mandela and Mother Teresa), and her face has become the face of WorldSafe. Bush is a citizen of Norway, but she lives in San Francisco, where WorldSafe is based.

Because of the giant reputation of Karen Bush, WorldSafe has had no difficulty raising money. The WorldSafe bank account is in very good condition, and the organization also has an endowment that can produce plenty of income in case annual fund raising efforts drop off.

When Karen Bush took the reins 20 years ago, her title was Chairwoman and Chief Operating Officer. But she actually took on three roles. As Chairwoman of the Board of Directors, she was a board member who organized board meetings, ran the board meetings, and made sure that board committees complete their responsibilities. She was Chief Executive Officer, a person who is the outward “face” of the organization (e.g., working as a board member for other organizations like Doctors Without Borders, making speeches in places like the UN, courting major donors). Although not mentioned among her titles, she also is supposed to function as chief operating officer, an “inward facing” manager who oversees staff on a day-to-day basis. During her early years, she had enormous vitality, and she was effective in all three roles. Staff morale was high.

Many worthwhile projects were executed in Afghanistan, Somalia, Banda Ace, and elsewhere. She hired good people, and they enjoyed working for her.

But now we are 20 years down the line. Karen Bush is 85 years old. She is surprisingly vital for someone her age, but she has clearly slowed down, especially during the past ten years. She simply does not have enough energy to do all the things that she did 20 years ago, that a board chair is supposed to do, that a CEO is supposed to do, or that a chief operating officer is supposed to do. Here are some examples.

- There are issues at the board of directors level. The board of directors is supposed to include 15 people. Each director is supposed to serve a three-year term, then rotate off. Using a system of staggered terms, each year the board is supposed to elect five new board members. The Chairman of the Board is supposed to monitor board membership, identify people who are going to rotate off the board, and lead the Nominations Committee in the process of selecting new board members. During 2013, we had only ten board members, because the Nominating Committee never met during 2012 to identify five new board members. The Nominating Committee did not meet during 2013 either; thus, for the second year in a row, we have no new people joining the board. In June, 2014, five board members will rotate off the board, leaving us with only five sitting board members. That means we will not have a quorum, so we will not be able to conduct votes during board meetings. When staff people approach Karen Bush about their concerns related to the board, she responds in a puzzling way: “Our board has always been an effective organization. The board has always exercised excellent policy oversight for WorldSafe. I will defend the board if unfair criticism is launched against it.” Staff people are not sure how to respond to statements like that.
- There are issues at the staff level. As chief operating officer, she is supposed to manage all staff people on a day-to-day basis. Yet she has quietly (and perhaps unknowingly) phased out of a day-to-day management role without grooming a replacement. This means the internal organization sometimes feels like a rudderless ship, with no one at the top to make day-to-day decisions and approve policies. A year ago the organization received a warning letter from the US Internal Revenue Service which indicated that some of our practices needed to be updated to comply with revised regulations. The organization’s General Counsel, Helen Harris, spent a week drafting a new set of policies and procedures that, if adopted, would put the organization into compliance. She gave them to Karen to sign, but she did not sign them. Unless Karen signs the new policies, they are not “official” and our organization will continue to be out of compliance with federal

law. When Karen was asked about this, she responded, “The IRS is not going to take action against an organization that is led by a Nobel Prize winner.”

- There are issues at the project level where WorldSafe does its most important work. Traditionally, when trouble breaks out in a third world country (say, a civil war or an outbreak of ethnic cleansing), the CEO makes a declaration that WorldSafe will take it on as a “project.” This declaration makes the project “official,” and that means staff people can take action (e.g., fly in with relief supplies, spend money). Karen Bush has not made any project declarations in the past six months. There have been a couple of flare-ups where WorldSafe would normally have gotten involved. For example, three months ago there was drought problem and famine in Namibia. Staff people asked Karen to issue a project declaration. Staff people thought her response was strange: “We should not send troops into Namibia. We should solve the Namibian civil war problem with negotiations and diplomacy.”
- Staff people love Karen Bush. They respect her and admire the great work she has done during her career. However, things at the San Francisco office are at a standstill. It has been so long since there was a real chief operating officer providing day-to-day direction that staff people don’t know what they should be doing with their workday. Morale is poor. A couple of excellent people retired early last month. One of them, Sarah Miles, went through our exit interview process. She said, “I am a professional humanitarian. That means I want to be doing something, every day, to help people. WorldSafe seems to have become a becalmed sailing ship. I don’t want to wait any longer to see WorldSafe get the wind into its sails. The Gulf Coordinating Council has offered me a position in Dubai, and I have decided to accept their offer.”

There could be some image issues if the organization were to fire Karen Bush. It could appear very heavy handed if this widely loved humanitarian were fired. That would be very bad for fundraising.

It is time for you to earn your money as a consultant. What things should the organization do to solve the Karen Bush issues? You need to write a paper of recommendations. What should be done with her Chairwoman position? What should be done with her CEO position? What should be done with her chief operating officer position? What should be done at the board level? What should be done at the staff level? What should be done at the project level? Fortunately, you are a graduate of Armstrong’s Professional Communication and Leadership master’s degree program. You took the course on Managing Nonprofit Organizations. The Heyman textbook discussed management issues and board issues. Write a 600-word paper. 100 points.

## WEEK 8, March 4

1. To prepare for WEEK 8 class, read the following material. Come to class prepared to discuss.
  - Chapter 15, A cooperative approach to design. Pages 239-253
  - Chapter 16, Online community building: how to wire a network to support your nonprofit' mission. Pages 257-272
  - Chapter 17, Constituent relationship management. Pages 273-285.
2. Write a 600-word paper on the following topic. Due WEEK 8.

WA8A. *Volunteer Management, Event Management.* 100 points.

You are Olivia Organizer. You are Director of Volunteers for Savannah Soft Heart, a group that promotes good cardiovascular health. Your organization gets 40 percent of its revenues from donations, dues and events, and it gets 60 percent of its revenue from grants. In December, Nancy Nasty, Executive Director of Soft Heart, calls you into a meeting.

“I think you are doing a good job as Director of Volunteers. Two years ago, only ten percent of our revenues came from events. Last year, the numbers were up to 15 percent. This year we are trending toward 20 percent. So don't think I have brought you in here to complain. But we have a challenge. Because of the Great Recession, our revenue from donors is down, as is revenue from grants. We had to cut our budget, and that made it necessary to eliminate some staff people recently. I hated to do that, but we simply did not have enough money to keep them on the payroll.

“Every couple of weeks, I read about some organization that is having a “walkathon.” I don't think our organization has done an event like that. The focus of our Mission Statement is healthy hearts, so a walkathon should be a “good fit” for us in the minds of donors. I want us to try one. I want to do it in the May-June time period, before it gets too hot here in Savannah. Let's have it be a 10K, about six miles.

“So pardon me while I brainstorm for a few minutes. Maybe this will help you understand what I want. I think you currently have 50 volunteers that routinely help us. As a first step, I want you to get that number of volunteers up to 200. Then, I want each volunteer to find ten physically fit friends, and recruit them to participate in our walkathon. That means I want to see 2,000 people walking in our event. If each of these

2,000 walkers can find 10 sponsors, to contribute, say, one dollar per mile, then each walker will bring in \$60. With 2,000 walkers, we could bring in \$120,000.

“We could also look for corporate sponsors. They can help with money, of course, because it will cost us something to put on the event. Corporate sponsors could pay for: 2,000 souvenir T-shirts, one to each walker; 200 T-shirts to volunteers; a set of Porta-johns every mile; water bottles and energy snacks handed out by volunteers at a table every mile. Corporate sponsors can also help by encouraging their employees to participate in the walkathon. For example, if we could get Gulfstream to recruit 500 of their 8,000 employees, and if these employees could each recruit ten sponsors for one dollar per mile, they could bring in another \$30,000. You see where I am going. Betty Business, our Director of Corporate Sponsors, will handle recruiting of corporate sponsors and recruiting volunteers from corporate sponsors. You should work with Betty so that she helps you with the corporate side of the event.

“These events can also have some secondary benefits. They can heighten our visibility in the community, and that makes it easier for us to raise money from donors and foundations.

“I want you to write a Volunteer Plan for the whole process of recruiting and managing individual volunteers. It should start with how you will recruit 150 new volunteers. Then I want the plan to explain how you will use the 200 volunteers to do two things: (1) recruit 2000 walkers, and (2) help you stage the event (e.g., volunteers to staff the registration table, volunteers to work at the bottled water/snack stations located along the route, volunteers to clean up the route after the event is concluded).

“Make your Volunteer Plan about 600 words long. I hope your thinking will be detailed enough that we can launch this event in two weeks. I want the mayor to announce it for us.”

You are a graduate of Armstrong’s graduate program in Professional Communications and Leadership. You took the course in Managing Nonprofit Organizations. The Heyman text book included some material that should be helpful. You could also use other references if you like.

## WEEK 9, March 11

1. Note: On March 18, Armstrong will be on Spring Break, and our class will not meet.
2. To prepare for WEEK 9 class, read the following material. Come to class prepared to discuss.
  - Fundraising. Page 287-290
  - Chapter 18, Fundraising: knowing when to do what. Page 291-308
  - Chapter 19, individual donor and major gift strategies: the 83% solution to fundraising. Page 309-324
3. Writing Assignment WA9A. *Financial Controls Plan*. 100 points. Due WEEK 9.

You are Carol Caring. About a year ago, you graduated from the master's degree program in Professional Communications and Leadership at Armstrong. Until a week ago, you were working for a nonprofit organization, Clean Water for Georgia, as their number three staff person (pay \$40,000 per year). Unfortunately, because of the budget fights in Congress, the federal funds were cut off, Clean Water was completely shut down, and you lost your job. A couple of days later, you were at a professional meeting, and you heard about a job opening as the Assistant Director (the number 2 staff person in the organization) at the Low Country Environmental Protection Society. You submitted a resume, and you were invited in for an interview.

You are interviewing with Emily Elegant, the Executive Director (the number one staff person in the organization). Emily makes the following comments. "Like any organization, there are strengths and weaknesses. For example, my main role here is to be the "face" that the public sees, and to raise funds. These duties are going pretty well, because we raised over \$9 million last year from dues and donations. I am paid over \$100,000 per year; it is a good job for me.

"Then there is the bad news. The reason why the position is vacant is we had to terminate our Assistant Director, Marry Money. The Assistant Director oversees daily operations of the organization. In particular, the Assistant Director is the chief financial officer of the organization. The job pays \$85,000 per year. We fired Mary because she was sloppy and negligent. We don't believe that she was doing anything crooked. However, speaking frankly, her accounting system was so poor that we can't figure out what was going on during the past year. Low Country Environmental should be run like the \$9 million per year organization that we are, not like a \$900 per year Girl Scout troop.

"If you were to become our Assistant Director, it must be your first priority to introduce a system of financial controls. You are one of three finalists in the selection process. As part of the candidate selection process, I am asking each person to write a

600-word paper on what you would do to bring our system of financial controls up to an adequate standard for a nonprofit organization of our size and type. Please e-mail your paper to me in two days. If I like it, I will invite you to a second interview next week with our Executive Committee, which is made up of the Chair and four members of the Board of Directors. The decision to hire you will be based on a recommendation from me and a decision by the Executive Committee. If the selection process moves quickly, you could be on the payroll within two weeks.”

You respond, “I am interested in the job. I will prepare the paper that you have requested, and I will have it back to you via e-mail within two days.”

Your undergraduate degree was in Environmental Science, and it provided no training in organizational finance. Fortunately, your graduate work at Armstrong provided some useful background. You took the course in Managing Nonprofit Organizations. You recall that you used the textbook edited by Heyman. You recall that Chapter 13 included some material on financial controls. Perhaps the Heyman textbook could provide a basis for the paper that you will be writing for Emily. You can use other references if you wish.

## WEEK 10, March 25

1. To prepare for WEEK 10 class, read the following material. Come to class prepared to discuss.

- Chapter 20, How to seek a grant. Page 325-340
- Chapter 21, Online Fundraising. Page 341- 356
- Chapter 31, Getting your board to fundraise. Page 519-532.

2. Writing assignment for Week 10. WA10A. *IT Plan*. 600 words. 100 points. Due WEEK 10.

You are Colleen Communicator. You are 25 years old. You earned a Bachelor's degree in Journalism and Communications. You earned a Master's degree in Professional Communications and Leadership from Armstrong. You were recently hired as Communications Director for the Savannah Area Historic Preservation Commission, a nonprofit charity that saves interesting old buildings from demolition by the forces of modernization. You come to work on your first day on the job, and you are invited to meet with the Executive Director, Holly Historian. She makes some interesting comments.

"When we interviewed you, we told you that this was a newly created job. What we did not tell you was that we created the position of Communications Director because we have some problems that need to be solved. The Commission was created about 50 years ago with a bequest from Margaret Money maker, an heiress of Industrial Revolution era "old money," who was Georgia's first billionaire. The Commission has done some good work over the years, but I would not describe us a 'ball of fire.' I think that there are a couple of reasons why the atmosphere around here is so sedentary.

"First, the strong funding stream brought in staff people who were historians like me. How many people do you know with a history degree that can land a paying job as a historian? Not many. Virtually every staff member is a historian, so we do not have a broad skill set among our staff people. Our staff people spend most of their time writing histories of interesting old buildings (e.g., "The Smith house was built on the location of Georgia's first sugar cane processing mill"). These research papers are published in scholarly journals, and they are sometimes of interest to the architectural community. History is useful work, but our charter is much broader than creating historical records. For example, we are chartered to behave like a Nature Conservancy for old buildings. When a historic building that is in poor condition comes up for sale, we try to buy it, use volunteers to fix it up, and sell it to someone who wants to use it productively; this role for the Commission is called "stewardship." On a related note, we historians tend to be

weak in matters related to IT, and some staffers do not routinely use the computers on their desks. I believe that our being “IT challenged” tends to limit what the Commission can accomplish.

“There is a second problem. Most of the staff people and most of the volunteers are well above the median age for the US, which is 37 years old. Our staff averages 55 years old, and our volunteers average 60 years old. Most of our staff people and volunteers are no longer physically fit enough to work on our architectural restoration projects, which are done on weekends by volunteers (like Habitat for Humanity).

“I hired you for two reasons. First, you are not a historian, and we need to hire people who have skills and education outside the history profession. Second, you are much younger than the other staff people, and we need some younger perspective here. We need to recruit younger staff people, younger donors, younger volunteers, and younger board members.

“With that as background, here is what I want you to do. As a 20-something, you probably have strong skills in computers, smart phones, web sites, social media, etc. I want you to launch a broad spectrum, Internet-based communication system for us. I want it to be aggressive and multifaceted. Mostly, I want it to be energetic. I want you to either build a web site or hire a contractor to build one for us. Maybe we should collect e-mail addresses of all of our donors and members and use the new IT system to send invitations and newsletters to them. Maybe we should be on Face Book. Maybe we should be on LinkedIn. Maybe we should be on Twitter. Maybe we should use time lapse photography to record one of our architectural rehab projects, turn it into a video, and get it onto YouTube. Maybe all of our staff members should be carrying smart phones and using text messaging.

There is another thing that might be an opportunity. I occasionally receive advertisements indication that the Commission should adopt constituent relationship management software platform (CRM). Should we be using CRM software to manage the Commission?

“Aside from improving communications with the population of younger local supporters, your system should help link us up with local academic and nonprofit organizations that share our interests (i.e., potential strategic partners). For example, Savannah Tech runs a program for people who want to become professional craft persons on historic preservation projects. We need to use your new IT tools pull them into our circle of volunteers.

“I want you to write a plan for me to review. Let’s call it the “IT Plan. Aside from the things I have suggested, you can add anything else to the IT Plan that you think I should review. Make it 600 words long. Bring it to me in two days. If the Board approves your plan, I will give you a bonus: an extra week of paid vacation.”

You recall that, at Armstrong, you completed a course in *Managing Nonprofit Organizations*. The Heyman textbook included some chapters that discussed these IT tools. You can use other references if you like.

## WEEK 11, April 1

1. To prepare for WEEK 11 class, please read the following material. Come to class prepared to discuss.
  - Chapter 22, Online peer-to-peer fundraising. Pages 357-372
  - Chapter 23, Cause-related marketing. Pages 373-387
  - Chapter 24, Social enterprise 101: an overview of the basic principles. Page 389-403
2. Writing assignment. WA11A. *Board Role in Fundraising*. Due WEEK 11. Prepare a paper on the following topic. 600 words. 100 points.

You are Debbie Drummer. You work on a contract basis as a fund raiser and management consultant to nonprofit organizations. You were recently retained on a two-month consulting contract by Carol Careful, the Executive Director of a Savannah-based charity called ExcellentEducation.edu. They identify high school students who are potential dropouts, and they conduct intervention activities (e.g., they provide tutors, they provide part-time jobs for students) that help keep kids in school. The results of their program have been outstanding, and virtually no student who has come into their program has quit high school before graduation.

A board of directors luncheon meeting is held at a fancy restaurant, and you are asked to attend. The current board includes only wealthy people who volunteer their time as supporters of education. None of the board members are actively involved in fund raising for ExcellentEducation. The board includes no people from the business community and no professionals from the educational community. As you sit at the big board table in a private dining room, Rene Rich, Chairwoman of the board begins to speak. She is a “peanut heiress” who is on boards of seven charities in town.

Rene explains, “Debbie, during recent years, there has been a number of developments that have had a negative effect on fundraising. The board of directors believes we need to respond to the shrinkage in our funding stream. Your predecessor as Director of Individual and Corporate Fundraising, Laura Lowkey, left us recently. She was such a dear little thing. Our Executive Director believed that we should develop a relationship with a consultant, and she hired you. So let us welcome you aboard with a toast of champagne. I hope you enjoyed the luncheon; I love the Chateaubriand. The wine cellar is excellent here, and I love the flower arrangements.” Rene does not offer any comments regarding what the board of directors wants you to do.

After the board of directors meeting, you meet with your client, the Executive Director. Carol Careful makes some interesting comments. “This situation is very frustrating. The people on the board are nice, caring people. They are generous folks,

and they write big checks every year. But they seem to treat these board meetings as social occasions, not work. The board members are not businesslike. We are supposed to have 15 board members, but only nine board seats are currently filled. The board is making no effort to fill the six vacant seats. There are several board committees, but none of them is active. The board has not established projects and activities for its committees. For example, the Board's Fund Raising Committee has not met in six months. The current board members do not do the things that a board should be doing. They are doing nothing about fund raising other than writing checks and delegating the responsibility to staff people. The reason why Laura Lowkey quit was fear -- she was terrified to go to the board and tell them the truth, that they are a dysfunctional board.

"The reason I hired you, a contractor, is because you won't worry about losing your job, so you will tell them the truth. I want you to write a position paper. Make it 600 words long. Explain how the board should be structured. Explain what sort of people we need to add to the board. Explain what committees the board should have in operation. Explain what the board committees should be doing in terms of projects and activities. Explain that committees can include board members and other volunteers from the community. Explain that, if a volunteer from the community serves on a committee, that can be a stepping stone to future board membership. Explain what the board members of a typical charity do to raise money. Put anything else into your recommendation paper that you believe the board should do. When they meet next month, plan to give them a presentation. If they agree to adopt your plan, I will offer you the job that was vacated by Laura Lowkey. It pays \$75,000 per year."

Fortunately, you recently graduated from Armstrong Atlantic State University, where you earned a master's degree in Professional Communications and Leadership. One of your courses was Management of Nonprofit organizations. The Heyman textbook included some material that might be useful in building the plan. You can use other references if you like.

## WEEK 12, April 8

1. To prepare for WEEK 12 class, please read the following. Come to class prepared to discuss.

- Marketing and Communications. Pages 405-407
- Chapter 25. Nonprofit marketing. Pages 409-427
- Chapter 26. Using Web 2.0 Tools to tell your organization's story. Page 429-444.

2. WA12A. *Grant*. 600 words. 100 points. Due WEEK 12.

You are Ursula Ulysses. You are a graduate of Armstrong's master's degree program in Professional Communications and Leadership. You are employed by Savannah Soft Heart, a group that promotes good cardiovascular health. Your role is Grant Writer. Your organization gets 40 percent of its revenues from donations, dues and events. Soft Heart gets 60 percent of its revenue from grants. Nancy Nasty, Executive Director of Soft Heart, calls you into a meeting. It does not prove to be a pleasant occasion.

"Well Ursula, you have been our grant writer for six years. When you arrived in 2006, you were a bundle of energy. During your first year, you wrote ten grant proposals, and we won six of them. During your second year, you wrote nine grant proposals, and we won five of them. In year three, you wrote eight grant proposals, and we won four of them. In year four, you wrote seven grant proposals, and we won three of them. In year five, you wrote six grant proposals, and we won only two of them. So let's look at the numbers. You are writing fewer proposals each year (a drop from ten to six), and we have a declining win rate (a drop from 60 percent to 33 percent). Given the fact that we obtain most of our revenue from grants, your performance is pretty disturbing. It can't have escaped you that our organization has had to downsize three staff members recently. So one of the things you and I are here to talk about is that you are being placed on "probation." A warning letter is being placed in your personnel file. If your output of proposals does not increase, and if your win rate does not improve, you will not be working for us six months from now. Do you understand what I am saying?

"When an employee is placed on warning, our organization requires me to work with the employee to develop a 'remediation plan.' This is a plan for the things that employee agrees to do in order to 'get back on track.' I want you to create your own remediation plan. You will create a plan to write a major grant proposal. As you know, the Ford Foundation has been a steady supporter of our organization. Five years ago, they were giving us grants in the \$3 million range. Last year, the amount dropped to \$2 million. We need to keep the Ford Foundation money coming in, and we need to get them to increase the amount of their grant to something in the \$3 to \$4 million range. So,

given that the Ford Foundation annual grant application must be submitted by us within two months from today, I want to see you write a plan for preparing that grant proposal. The plan should be in the range of 600 words. It should include an outline of the contents of the grant proposal. Perhaps your plan should provide for preparation of the following chapters for your grant proposal.

- Discuss the history of the rich relationship between Ford and Savannah Soft Heart. Explain that we have helped over 700 people in the past year with Ford money. Detail the kinds of health benefits we have provided to these patients (e.g., reduced incidence of heart attacks).
- Discuss the services that Savannah Soft Heart currently performs with money from sources other than Ford (We help over 3,000 people). If Ford likes what they see, perhaps they will begin to fund some of those programs.
- The most significant development that you should discuss is our new program that funds heart catheterization procedures for economically disadvantaged people. Ford is not currently a sponsor of this program, but we would like to have them become a supporter. Cardiologists use catheterizations to diagnose heart problems, and this can lead to surgical procedures that can significantly extend a patient's life expectancy. Uninsured poor people cannot afford heart catheterizations, so we have begun paying for them. We are getting dramatic results, with life expectancies being extended by an average of five years. We have helped over 300 people in the program's inaugural year. This is a very powerful story. If we can get Ford to become a supporter of our new catheterization program, that might get us to the \$4 million funding level that we would like to see from Ford.
- You may have some other ideas about 'healthy heart' services that we might provide, new activities and projects that might bring in more money from Ford. Tell me what other things would make our story more powerful. Use your imagination.

“Please provide your plan for the Ford Foundation in two days. Use e-mail to send it to me so that I can review it while I am on the road. I will be at a meeting in Detroit, and I expect to see some Ford Foundation people while I am there. I may be able to pick up some intelligence that will help you write a more powerful proposal.”

You know that the real reason why the numbers are down for your grant writing function is the Great Recession that has plagued the nonprofit industry since 2008. The foundations have less money to give, so they are offering fewer grants. Meanwhile, the charities are in trouble, so they are writing more grant proposals. The result is every

grant writer in the country has a lower batting average than six years ago. However, you decide not to bring up this fact, because Nancy is not in a mood to listen to ‘excuses,’ and she might fire you immediately. You leave the meeting feeling rather “beat up.”

Savannah Soft Heart has been a good employer for you. You like working here, and the pay is good (\$75,000 per year). After you have had an hour to gather your thoughts, you begin to see a way to turn failure into success, to turn a corner and save your job. You recall that you took the Armstrong course in Managing Nonprofit Organizations. The Heyman textbook included a chapter on grants. Maybe if you review it, you will get some ideas that will help you plan to build a superb proposal to Ford. You can use other references if you like.

## WEEK 13, April 15

1. To prepare for WEEK 13 class, please read the following. Come to class prepared to discuss.

- Chapter 27, Crafting effective newsletter strategy. Page 445-457.
- Chapter 29, Public relations for nonprofits: getting ink for your cause. Page 479-493.

2. Writing assignment. *Fundraising*. WA13A. 100 points. 600 words. Due WEEK 13.

You are Bonnie Belle, a graduate of Armstrong's graduate program in Professional Communications and Leadership. You are out of work, and you need a job. You see an ad in the Internet version of the Savannah Morning News. A nonprofit organization called "Help People Now!" wants to hire a fund raiser. You submit a resume via e-mail. They call you and ask you to come in for an interview. Polly People meets you at their office. She is Manager of Human Resources. Polly provides some information and commentary.

"Help People Now is an organization that provides services for people who have urgent problems, people who need help right now. We mostly help people who have problems paying for basic necessities like food, clothing, and shelter. We have a budget in the neighborhood of \$30 million per year in Savannah and Chatham County. Most of our money comes from donations.

"We have had a fund raising program in place, and it has brought in money. However, there have been problems, because it is purely telephone based. In particular, our fund raisers tend to quit their jobs. I conduct exit interviews when they leave, and they all tell me, 'I don't like the system that you are using to raise money. The job is boring. We are required to use scripts, and we can't change what we say to people. I can't spend all of my eight hours per day cold calling on a telephone.' Most of our fund raisers last about three months; then they quit.

"I have spoken to our Director of Fundraising, Darla Drew. I have gotten her to agree to an experiment. I want to hire you to be a fundraiser. You will not need to use any of our existing telephone-based systems. You can do anything you want as long as you work eight hours per day and produce some results. You can use face-to-face visits, Internet, radio advertising, social media, presentations to church and civic groups, wine and cheese parties, spaghetti dinners, and anything else that would energize you and bring in money to us. We are also prepared to provide reasonable financial support if you need it for things like local travel, entertainment, software, subscriptions, advertising, etc. You do not need to address fund raising via grants, because someone on our staff already had that covered. The board of directors is doing a good job on fund raising, so you do not need to modify anything involving them.

“I want you to write a plan for what you would do if we hired you. Make it 600 words long. Send it to me via e-mail in two days. After I read it, we will talk again. If I like your plan, I will hire you.”

You want to produce a plan that includes lots of ideas. You recall that you completed Armstrong’s course in Managing Nonprofit Organizations. The textbook included several chapters that touch on this fund raising topic. Of particular interest are: Chapter 21, Online fundraising; Chapter 22, Online peer-to-peer fundraising; Chapter 23, Cause-related marketing; and Chapter 24, Social enterprise 101: an overview of the basic principles. The Heyman textbook also included fundraising material in other chapters. You can use other references if you like.

## **WEEK 14, April 22**

1. To prepare for WEEK 14 class, please read the following. Come to class prepared to discuss.
  - Closing thoughts. Page 569-571
  - Afterword. Page 573-577
2. Writing assignment. WA14A. Progress versus plan. 300 words. 50 points. Submit in WEEK 14.

At the beginning of the course, you wrote a 300-word paper that discussed your goals for the course. Now, four months later, what is your response? Prepare a 300-word discussion on the following topic. Review the goals that you set at the beginning of this course. Did you achieve them? What skills did you acquire? Was there something in your control that, if you had done it, would have made the course more successful for you? Which of the resources provided by the university (e.g., the instructor, the classroom, the library) was the most helpful to you in achieving your goals? Was there something that the instructor or the college could have done that would have helped you better achieve your goals? Do you think that Armstrong's PCL program should adopt this course as a routine offering (elective or required course) for the program? What improvements are needed in the course before PCL adopts it as a routine offering?

3. **Note: WEEK 14 is the last opportunity to turn in writing assignments. This is a hard deadline. If you have been working on a paper but it is not yet finished, turn it in anyway. Maybe you will be able to earn part credit. You must turn in every paper by WEEK 14, April 22.**

**WEEK 15, April 29**

1. Discuss any reading not discussed already.
2. Discuss status of each student's progress. Students should bring all writing assignments to class.

**Tuesday May 6. Reading Day.** A break between the last class and final exam period.

**Tuesday May 13. Sixteenth meeting of the class.** Probable date scheduled for final exam.