

NONPROFIT GOVERNANCE, LEADERSHIP, and STRATEGY

SPRING TERM 2015		Thursday Evenings, 7:00 p.m. to 9:30 p.m.			
Location:	Dane Smith Hall - Room 134 & ITV	Office Hours:	By Appointment in Office or Off-Campus Location		
Instructor:	Steven G. Meilleur, Ph.D., SPHR	Office:	Social Sciences Bldg, 3rd floor, Room 3018		
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1. COURSE OVERVIEW:

This course introduces students to strategic leadership issues in the nonprofit sector, focusing on NPO governance and executive leadership roles in strategy formation and implementation. The course will feature the application of strategic and operational management tools and techniques to nonprofit organizations, analyzing external, competitive, and internal environment; developing objectives; understanding current strategy; formulating and implementing future directions.

This course is designed to provide an overview of the nonprofit sector from a strategic and governance point of view. Our perspective will be that of the nonprofit executive director and the leadership of the Board of Directors. The course will focus on leadership, governance, mission, and strategy. But, because nonprofit leaders also need to understand the demands of strategy implementation in the nonprofit sector, we will also explore the distinctive aspects of NPO management, particularly the most critical issues facing those leaders today. Those critical management issues include:

1. Mission. What are the attributes of an effective mission (statement)? How should an NPO's strategy reflect its mission?
2. Strategic analysis and planning. What elements should be analyzed in developing and/or evaluating an NPO's strategy? Internally? Externally?
3. Strategic decision making. How does an effective NPO make strategic decisions, allocate resources, and plan? How should an NPO board and its leadership evaluate its options?
4. Board governance. What are the attributes and responsibilities of an effective NPO Board?
5. Strategic management. What are the distinctive functions of an NPO?
6. Future of the NPO sector. In what directions will the NPO sector evolve? What effect will forces such as venture philanthropy, social entrepreneurship, and the internet have?

Leading Nonprofits provides students with essential strategies and tools to conduct in-depth analysis of a non-profit's effectiveness, financial sustainability, and policy change. The class will also address contemporary challenges related to organizational ethics, accountability, emerging legal frameworks, public policy, and politics.

As the nonprofit/social sector has evolved, the task of developing and managing resources has grown more complex, into a demanding and highly sophisticated endeavor. Leaders of nonprofit/social sector organizations, the professional staff in conjunction with the board of directors who have governance responsibilities, must devote significant levels of time, energy and resources to not just survive but thrive in a dynamic, competitive environment.

Nonprofit/social sector organizations are distinctive from business enterprise organizations. They serve the public interest, and exist to make a difference in society, in the life of the individual, for the sake of their mission. This commitment to serving a social mission guides their decision-making and defines their success. Yet, like all enterprises, they must make strategic decisions about governance, people, processes/procedures and key relationships; about developing and allocating financial resources and marketing their programs and services; all made with a goal of economic viability and impact.

2. COURSE OBJECTIVES:

This course will provide the opportunity to increase your understanding and awareness of how boards and managers in nonprofit organizations can effectively lead non-profits to effectively and efficiently deliver services and products to their constituents, clients, customers, and the public. This course will cover leadership theory and practice, effective governance practices and the development of strategy designed to create a sustainable nonprofit/social sector organization. Key issues addressed include leading, managing, and governing nonprofit organizations and new nonprofit ventures. Major topics include: mission and theory of change, board governance and accountability, strategic and operational planning, social entrepreneurship, capacity building, and community impact of nonprofit organizations.

3. CLASS METHODOLOGY AND LEARNING APPROACH:

The course will utilize a variety of learning opportunities during the times that we meet, including lecture, discussion, individual and group exercises, case study analysis, videos, student research and presentations, and guest speakers as

available. The course is focused on exploring the current and future challenges of nonprofit organization (NPO) management, and on developing the critical thinking skills required of agency managers/administrators/supervisors in today's fast-paced and rapidly changing non-profit environment.

Productive participation and discussion requires that students come prepared for each class meeting to explore the assigned readings and case studies with their thoughtful critique and evaluation of the content, to be augmented by reflections on their own work experiences and additional reading as required. You are encouraged to share your own professional experience as employees, managers, volunteers and administrators, as it will enliven class discussions and lead to a better learning environment. Criteria for judging class participation include (1) cognitive dimensions, (2) expressive elements, (3) affective elements, and (4) contribution of comments to the process of group learning.

"Safe Space" Policy: Ground Rules for a Positive Classroom Environment and Experience

For learning to occur when the class material is controversial, both tension and safety need to exist. There needs to be a safe classroom environment, so that students understand that they can speak their minds, and so that everyone feels comfortable and free to articulate ideas or viewpoints. Such a learning environment helps students to:

- Develop their abilities to understand the perspectives of others;
- Develop mutual respect;
- Make a commitment to understand positions that they do not understand from the context or point of view of their peers;
- Take risks in speaking honestly in the class in the service of their learning.

Expected class norms to enhance a safe learning environment include:

- Students should respect confidentiality-personal information or student comments should not get shared outside the classroom;
- Students should listen respectfully to different perspectives-let people finish sentences before responding;
- Students should respond to what has been said, not the person saying it-responses should not be personalized;
- Students should speak for themselves and not for others (including groups to which they belong);
- Students have the right to be silent in large group discussions.

All classroom discourse will exhibit respect for all other persons, not only within the confines of the classroom but also in general. There will no denigration of anyone in any context (including in relation to case materials or readings, videos, or any other point of reference), on account of race, color religion, national origin, ethnicity, gender, disability status, genetic information, veteran status, sexual orientation, gender identity, religion, political perspective, any other trait that is protected under local, state or federal law.

Class discussion allows for disagreement; however, comments must be sustained by evidence, in particular evidence from class materials and readings. Class comments are not to be unsupported assertions of opinion, and never ad hominem (personal) attacks. Incivility or rudeness of any kind is unacceptable. This includes carrying on conversations during class, checking cell phones or other electronic devices for messages, texting, and other distractions. The bottom line is this – my expectation is that you behave professionally at all times in class.

4. COURSE MANAGEMENT:

As an in-depth elective course, we will address new topics each session, endeavoring to understand their relationships as we discuss, analyze, and critique nonprofit organization management theory and practice. I will utilize UNM Learn to post the course syllabus, course assignments, lecture notes, and discussions, as well as some email messaging. Primarily, students should use my regular UNM e-mail account to communicate and send assignments electronically. DO NOT submit your papers to me via UNM Learn Mail. Finally, students will be able to access Supplemental Readings online at the class UNM Learn site. Please do not hesitate to contact me with your course questions or problems.

In order to effectively manage this course, the following guidelines should be followed by students;

- Students regularly attend class, are punctual, and prepared to discuss assigned course readings and exercises.
- Students are responsible for any missed readings, exercises, and assignments made or due during his/her absence.
- Students read for understanding the textbook chapters, supplemental readings, and exercises before class and actively participate in class discussions; consider the conceptual relationships among topics in the course content and the practical application of course material to nonprofit organization management.
- Students should regularly check the UNM Learn course homepage for updates, announcements, and new assignments.
- Students prepare all written assignments per instructions in the syllabus and submit them per the course schedule.

5. COURSE SCHEDULE AND ASSIGNMENTS:

NOTE: All reading assignments should be completed prior to class. It is solely the responsibility of the student to obtain notes, handouts, and summary of lesson/class activities, and to learn material from any missed class. Every written assignment must have compelling evidence of being proofread. See Graduate Writing Guidelines Rubric on UNM Learn Course Homepage.

**THIS SYLLABUS AND SCHEDULE IS SUBJECT TO REVISION
AND SHOULD ALWAYS BE CONSIDERED TO BE IN DRAFT FORM. CONFIRM DEADLINES IN CLASS.**

DATE	TOPICS, and ASSIGNMENTS	READINGS
1/15/15	<p>Course Overview & Syllabus Review, Introductions</p> <p>Discussion of Applied Research Project: If you have an idea about what your research project will be for this class, be prepared to discuss it in class.</p> <p>Discussion of NPO Effectiveness: Be prepared to discuss some of your personal experiences with NPOs, strategic and operational planning, governance, and leadership; specifically as planning pertains to changes in organizational direction, new programs, or process improvement initiative.</p>	<p><i>Additional Readings and Pre-Class assignments will be posted on the Course Homepage hosted by UNM Learn. Students should regularly check the PADM 590 Course Homepage before each class.</i></p>
1/22/15	<p>Three-week sequence on Board Governance and Effectiveness</p> <ul style="list-style-type: none"> • NPO Management Functions Model of governance and management • Legal Requirements in governance, fiduciary duty, liability • Board effectiveness – Assessment tools • Board of Directors structure and functions. • NPO and Board Life Cycle theory • Board development – recruitment and engagement • Volunteer management and motivation • ... and more 	<ul style="list-style-type: none"> • Renz & Associates – Chapters 1, 2, 3, 4, 5, 6, 7, 8, 10, 23 • Supplemental Materials – UNM Learn Course Homepage
1/29/15	<p>Three-week sequence on Board Governance and Effectiveness <i>Continued</i></p>	<ul style="list-style-type: none"> • Supplemental Materials – UNM Learn Course Homepage
2/5/15	<p>Three-week sequence on Board Governance and Effectiveness <i>Continued</i></p> <ul style="list-style-type: none"> • NPO Case Field Study Action Proposal Paper Due 	<ul style="list-style-type: none"> • Supplemental Materials – UNM Learn Course Homepage
2/12/15	<p>Three-week sequence on Leadership</p> <ul style="list-style-type: none"> • Executive Leadership and Board Leadership for NPO Excellence • The Leadership Challenge and other Leadership models (SLII, Servant Leadership, and more) • Leading and managing change in NPOs • Changing leadership issues and the NPO Life Cycle • Leadership transition and succession planning • Leadership development • Leadership self-assessment tools and discussion • ... and more 	<ul style="list-style-type: none"> • Renz & Associates – Chapters 3, 4, 12, 14, 17, 23 • Kouzes & Posner – Entire Book • Supplemental Materials – UNM Learn Course Homepage
2/19/15	<p>Three-week sequence on Leadership <i>Continued</i></p>	<ul style="list-style-type: none"> • Supplemental Materials – UNM Learn Course Homepage
2/26/15	<p>Three-week sequence on Leadership <i>Continued</i></p> <p>Be prepared to discuss your paper; how your learning applies to nonprofit organization leadership, management, and organizational effectiveness.</p> <ul style="list-style-type: none"> • Leadership Development & Self-Assessment Paper Due 	<ul style="list-style-type: none"> • Supplemental Materials – UNM Learn Course Homepage
3/5/15	<p>Seven-week sequence on Strategy, Planning, and Implementation</p> <ul style="list-style-type: none"> • Business vs. strategic plans • Management Functions Model – Planning Framework • Strategic and operational planning • Getting Started – the planning process – Participatory Planning 	<ul style="list-style-type: none"> • Renz & Associates – Chapters 8, 9, 10, 12, 13, 14, 15, 16, 20, 22 • Allison & Kaye – Chapters 1, 2 • Supplemental Materials – UNM Learn Course Homepage
3/12/15	<p>UNM Spring Break – No Class</p>	

3/19/13	Seven-week sequence on Strategy, Planning, and Implementation <i>Continued</i> <ul style="list-style-type: none">Participatory Planning Process ModelMission, Vision & Values	<ul style="list-style-type: none"> Allison & Kaye – Chapter 3 Supplemental Materials – UNM Learn Course Homepage
3/26/15	Seven-week sequence on Strategy, Planning, and Implementation <i>Continued</i> <ul style="list-style-type: none">Assessing your situation – the SWOT Analysis and Environmental ScanGoals, Objectives, Tasks, PrioritiesNPO Case Field Study Progress/Status Report Paper Due	<ul style="list-style-type: none"> Allison & Kaye – Chapter 4, 5 Supplemental Materials – UNM Learn Course Homepage
4/2/15	Seven-week sequence on Strategy, Planning, and Implementation <i>Continued</i> <ul style="list-style-type: none">Goals, Objectives, Tasks, Priorities, AssignmentsWriting/Developing the Strategic and Operational Plan	<ul style="list-style-type: none"> Allison & Kaye – Chapter 6 Supplemental Materials – UNM Learn Course Homepage
4/9/15	Seven-week sequence on Strategy, Planning, and Implementation <i>Continued</i> <ul style="list-style-type: none">Strategic and Operational Plan ImplementationEvaluating and Monitoring the Plan – Board and Management Roles	<ul style="list-style-type: none"> Allison & Kaye – Chapters 7, 8 Supplemental Materials – UNM Learn Course Homepage
4/16/15	Seven-week sequence on Strategy, Planning, and Implementation <i>Continued</i> <ul style="list-style-type: none">Managing and Leading Change – and Introduction	<ul style="list-style-type: none"> Supplemental Materials – UNM Learn Course Homepage
4/23/15	Seven-week sequence on Strategy, Planning, and Implementation <i>Continued</i> <ul style="list-style-type: none">Flex Class Period - TBD	<ul style="list-style-type: none"> Supplemental Materials – UNM Learn Course Homepage
4/30/15	PROJECT PRESENTATIONS: This session will provide students with an opportunity to present and discuss their evaluations of NPOs. This review will permit students to integrate the knowledge presented in previous sessions and apply it in the review of their assessment of nonprofit organizations. <ul style="list-style-type: none">NPO Case Field Study and Analysis Paper Due	<ul style="list-style-type: none"> Supplemental Materials – UNM Learn Course Homepage
5/2/15	UNM FINAL EXAM WEEK – No Final for this Class	

6. REQUIRED TEXT AND MATERIALS

- Renz, David O. ed. (2010) *The Jossey-Bass Handbook of Nonprofit Leadership and Management*, Third Edition, San Francisco, CA: Jossey-Bass Publications. (Available on www.amazon.com)
- Allison, M. and Kaye, J. (2005) *Strategic Planning for Nonprofit Organizations: A Practical Guide and Workbook*, 2nd Edition, San Francisco, CA: Wiley & Sons. (Available on www.amazon.com)
- Kouzes, J. and Posner, B. (2012) *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*, 5th Edition, San Francisco, CA: Jossey-Bass Publications. (Available on www.amazon.com)
- Articles, research reports, and supplemental handout materials provided on-line through UNM Learn

Additional Recommended Text References, but not assigned or required:

- Block, Peter (2011) *Flawless Consulting*, 3rd Edition, Pfeiffer & Co, San Diego. This is simply one of the best ever written on consulting. This is a must read book for internal and external consultants, and professionals undertaking the responsibilities of change and organizational improvement.
- Hayes, John (2010) *The Theory and Practice of Change Management*, 3rd Edition, New York, NY: Palgrave MacMillan. Full of practical tools and insights, this is one of the best current books on the subject for practitioners of change management.



7. GRADING AND COURSE REQUIREMENTS / DELIVERABLES:

Course Requirements – See Assignment Guidelines Below	% of Grade	Grading Scale	
1. Action Proposal for Nonprofit Organization Applied Case Study and Consulting Analysis	10%	A+	98% to 100%
2. Research Project Progress Report	15%	A	94% to 97.9%
3. Nonprofit Organization Applied Case Study and Analysis	45%	-A	90% to 93.9%
4. Project Presentation - Nonprofit Organization Applied Case Study	10%	B+	87% to 89.9%

5. Leadership Self-Assessment and Development Plan	10%	B	84% to 86.9%
6. Participation in Class (includes attendance)	10%	-B	80% to 83.9%
		C	75% to 79.9%
		F	Below 75%

INCOMPLETE POLICY

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, a grade of “Incomplete” will only be given when the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor. Requests for a grade of “I” must be submitted in writing to the instructor no later than the date of the last class session of the term. Such requests must include a proposed timeline for submitting the work required for completing the course, and **you will be required to adhere to that timeline** once it is agreed to by the instructor. Failure to do so may result in a grade of “F” for the course.

WRITING QUALITY

This is a writing intensive course. Although I am far more concerned about substance than form, please keep in mind that this is, after all, a professional, graduate level course. All of your written assignments should be prepared with the attention due to a professional presentation, and expected from a Master’s degree candidate. Yes, this means grammar and punctuation, too. Written assignments require proofreading and editing prior to submission, with attention to correct grammar, spelling, punctuation, paragraphs, and sentence structure. (See the Purdue University OWL site {[link on UNM Learn course homepage](#)} for further assistance).

NOTE that writing competency is extremely important in graduate school, as well as in your professional career. The grade penalty is significant for lack of simple proofing of grammar and spelling on all assignments, and for a lack of attention to professional writing and presentation of your paper. As a graduate student and a current and/or aspiring leader in public administration, you have a responsibility to the profession and those you will be representing to write professionally.

It is wise to have a friend serve as an editor to proofread your written assignments. If you struggle with writing, I strongly encourage you to use the services of The University of New Mexico Center for Academic Program Support (CAPS). CAPS provides a variety of writing resources for graduate students (see <http://caps.unm.edu/writing>). The OGS Graduate Resource Center (GRC) also provides dedicated services available for any graduate or professional student engaged in most writing and research projects. The URL for that website is <http://caps.unm.edu/writing/grad>. Take this task seriously and consult the University of New Mexico OGS Graduate Resource Center (GRC) for assistance – the investment of time will pay off for you in the future.

FORM OF WRITTEN PAPERS AND APA STYLE

All papers are **required** to follow current APA Style Format. Please submit all written papers via my UNM e-mail account to me, in MS Word format. **DO NOT submit your papers to me via UNM Learn Mail.** I will provide feedback to you on your written work using the MS-Word “Comments” function. Please let me know in advance if you use a word processor other than MS Word – in that case, you will probably need to submit your papers in RTF format.

I have included an annotated sample APA Style paper for reference on the UNM Learn course homepage. My favorite website for APA Style is the Purdue University OWL site; I have included the url for this excellent website on the UNM Learn Course Homepage. The Purdue OWL site also has excellent resources to improve your writing, as well as and reference material on conducting basic primary and secondary research. For further guidelines, refer to Publication Manual of the American Psychological Association, Current Edition. The APA Manual provides answers to all level of detail regarding citations of references, grammar, and other related issues. The APA is a widely held standard for manuscripts in the social sciences, including Public Administration, and is a frequent standard for graduate-level writing.

- **THIS IS IMPORTANT!** All written assignments submitted electronically need to follow this naming convention for your document file that you submit electronically: **LAST NAME, FIRST INITIAL, ASSIGNMENT TITLE, PA525**. For example: **Smith_S_Current NPO Issues_PA538**. **DO NOT MAKE THE TITLE TOO LONG !!!**
- **Proper reference sources** MUST be cited for your outside reference materials. Proper academic reference sources include primary and secondary research, journal articles (refereed, juried, or peer reviewed), professional and trade journals, abstracts, research reports and dissertations. Wikipedia is NOT a legitimate academic reference.
- **NOTE:** Paper length guidelines **do NOT include** your title page, abstract page, bibliography of references, or appendices. The guidelines refer to the length of the body of the paper.

ASSIGNMENTS AND COURSE DELIVERABLES

The focus of your four written assignments for this course will be to conduct a field case study of a 501(c) (3) nonprofit organization in your community, focusing on making sound recommendations to improve governance, leadership, and strategy. In effect, this project allows you to act as an organizational development and improvement consultant for the nonprofit organization of your choice.

You will be allowed to work on this consultancy project on your own, or in teams of two or three students. It should be noted that if a student chooses to work with an organization that s/he is affiliated with, it is often effective to work in a team with at least one other student who is not associated with the organization. If you work in a team, I will expect a longer and more comprehensive case study, analysis, and well-substantiated recommendations from you.

Each assignment (except your leadership development self-assessment paper) is designed to build on the prior assignment, culminating in the final project paper, so you should identify your “client” non-profit organization as soon as possible in the semester.

1. Action Proposal for Nonprofit Organization Applied Case Study and Consulting Analysis

The purpose of this assignment is for you to start working on your **Applied Case Field Study (see #3 below)**. You are to prepare and submit a proposal for your NPO field case study, which is to be a practical, applied look at a real nonprofit organization (your own, or another organization, **focusing on NPO strategy, governance, and leadership**). The goal of the proposal is to set the scope of the project and to ensure that work on the project begins as early as possible. The proposal also gives the instructor an opportunity to provide feedback on the project’s merits. Your proposal should include the following:

- An introduction to the organization that you plan to study;
- Your proposed plan for how you will conduct your field work, research, and analysis of the organization – to include your plan for review of secondary research sources including organizational documents, interviews, and other research methods.
- An initial listing of the assessment tools you anticipate using for your organizational assessment; and
- Your preliminary hypotheses about the areas and opportunities the NPO has for improvement.

Use APA Style. The proposal need not be more than six (6) pages. A minimum of four (4) outside reference sources must be used and properly cited in APA style.

For the paper, you will want to conduct interviews with at least the CEO of your “client NPO” to do a preliminary assessment of the board’s effectiveness. Again, try to work with *the NPO that you will be working with throughout the semester, so that there will be continuity for your applied research during the course*. Research and compare the governance issues raised with material from the text and other outside reference sources such as the Chronicle of Philanthropy, Nonprofit Times, nonprofit websites, or other reference sources for information about board management issues that affect nonprofit organizations. A minimum of three (3) outside reference sources in addition to the textbooks must be used and properly cited in APA style.

Discuss confidentiality with the subjects. Ask if they want you to use pseudonyms or if use of first names is okay. Do NOT use full names in the work handed in. Take notes during the interview. If you wish to use a tape recorder, first obtain permission from the subjects. **Be sure to use open-ended questions in the interview**, and at the end that ask what else the subject would like to discuss and what questions he or she has, if any. Remember that these are open, information-gathering interviews. They are NOT designed to “prove” any theories you may have. Therefore, use questions that are as neutral and open-ended as possible. Do not be one-sided in your questions.

2. Research Project Progress Report

The purpose of this assignment is for you to present a progress or status report about your work on the Applied Case Field Study, including an update on how the work compares to what you proposed in assignment #1 above. Use relevant concepts and terms discussed in class, in supplemental readings, handouts, and the related chapters of the text to cover the points listed below. **DO NOT TAKE THE FOLLOWING LIST TO BE SPECIFIC QUESTIONS TO BE ANSWERED INDEPENDENTLY OF YOUR PROGRESS REPORT – THEY ARE MEANT TO BE QUESTIONS TO GUIDE YOU VIS A VIS WHAT SHOULD BE ADDRESSED WITHIN THE FORMAT OF YOUR PROGRESS REPORT:**

- Provide background information describing the NPO you are working with, including the mission, vision, values, organizational structure, program and service description, financial condition, etc.
- Present your overall framework for how you are assessing organizational effectiveness with your client NPO in the areas of governance, leadership, and strategy;
- Describe and justify the design of your field research study – describe how you are conducting your assessment, your research and data gathering methods, assessment and analysis methods; and
- Discuss your preliminary findings, describing what the organization currently does well in the focus areas of your assessment, as well as areas you have identified for improvement.

Use APA Style. In 8 to 10 pages or so, **support your assessment and analysis** with material from the texts and other outside reference sources. A minimum of six (6) outside reference sources must be used and properly cited in APA style.

3. Nonprofit Organization Applied Case Study and Analysis

You are to conduct a field case study and analysis of a 501(c) (3) nonprofit organization in your community, focusing on governance, leadership, and strategy. In effect, this project allows you to act as an organizational development and improvement consultant for the nonprofit organization of your choice. You will be allowed to work on this consultancy project on your own, or in teams of two students. If you work in a team, I will expect a longer and more comprehensive case study, analysis, and recommendations from you. The paper needs to include at least each of the following components:

- A brief overview of the organization’s mission, structure, governance, programs/services/products, budget, internal and external environment, and life cycle stage of development;
- A brief review of the management functions of the NPO, particularly with respect to how those functions are, or could be addressed in the organization’s planning process;
- A detailed description of the various elements of this NPO’s strategic and operational plan, if any, and the process used to develop it;
- A critical assessment of the leadership effectiveness within the organization, both at the board governance level, and at the executive level – incorporate some of your learnings about leadership effectiveness in Assignment #5 below.

- A critical assessment of the strategic & operational plan, role of the CEO, Board, staff and members/service recipients. The review should highlight the strengths and weaknesses of the plan, the process used to compile it and, the extent that they are consistent with the literature in that area;
- A description and evaluation of the measures the NPO is using to assure accountability and monitoring of performance based on the strategic and operational plan;
- Your specific recommendations for how the NPO can improve the quality and effectiveness of its planning process;
- A literature review of leading articles about strategic and operational planning, and governance in NPOs that apply to your “client” NPO analysis;
- Use a **minimum** of 4 assessment tools in your research, one of which must be a comprehensive SWOT analysis, and one of which must be a board of directors effectiveness assessment. Assessment tools can be those discussed in class, included in the handout folders, or from other resources you identify in your analysis of your “client” NPO;
- A description and evaluation of the measures the NPO is using to assure accountability and monitoring of performance; and
- Your recommendations for improving, conducting, and implementing an effective strategic and operational planning process for the client organization – this is the key – your recommendations must be supported by your research and assessment.

In addition, your report should present a strategic and operational framework for improving governance of the NPO:

- Analyze the existing governance situation and discuss problems and issues, using at least one board assessment tool;
- Frame an answerable question, such as “how can the CEO empower the board to buy in to improving governance?” or “how can the NPO recruit and retain more effective board members?”
- Specify a plan to get the evidence you need to make recommendations to improve governance; and
- Suggest at least three recommendations (in specific, measureable terms) to improve NPO governance.

Use APA Style. In twenty (20) pages or so, support your analysis with material from the text and other outside reference sources. A minimum of six (6) outside reference sources must be used and properly cited in APA style.

4. Project Presentation - Nonprofit Organization Applied Case Study

In the final class session, students/teams will formally present and discuss their Nonprofit Organization Applied Case Field Study project’s approach, findings, and recommendations. This review will provide students with an opportunity to present and discuss their evaluations of the client’s governance, strategy and leadership, and will permit students to integrate the knowledge presented in previous sessions and apply it in the review of their assessment of nonprofit organizations.

5. Leadership Self-Assessment and Development Plan

For this assignment you are to complete a Leadership self-assessment and development plan for yourself, based on the “Leadership Development Plan Guidelines” and the “Best Leader Exercise” both of which are found in the Leadership Class folder on the Learn Course Homepage, and which are based on Kouzes and Posner’s “The Leadership Challenge.” You should use the data from these plus other materials from the course, and at least 2 other leadership models from the class or from your own research, to prepare a leadership self-assessment and development plan. Include a discussion of what you have learned about leadership, and how that knowledge has impacted your understanding of effective leadership and management of nonprofit organizations. For the paper, use outside references and other leadership models as appropriate, and you should include the completed self-assessment as an attachment to your paper. It is expected that you will begin to implement your development plan during the course and continue with it after the course ends.

Use APA Style. The paper should be no more ten (10) pages. A minimum of five (5) outside reference sources must be used and properly cited in APA style.

6. Course Participation

This is, in large part, a skills course, so it is crucial to attend class, participate, and read the assignments. There is an inherent tension in this course between giving you opportunities to engage in participatory activity and my delivering course content through lecture-discussion. I often feel we never have enough time for either! As a result, I will not be able to cover through lecture everything that I assign in reading, but you will be held responsible for it.

Ongoing student participation is encouraged and will be assessed as apart of the total course grade. Participation is reflected by course attendance, presentations, and contributions to discussions, particularly in analyzing and critiquing assigned readings and cases. The student’s contribution to course discussions will be assessed in terms of the quantity and quality of the contribution, demonstrating critical thinking and analysis skills as opposed to the number of times a student speaks up in class. Therefore, it is important for students to be prepared for course discussions and presentations.

8. POLICY STATEMENTS: UNIVERSITY AND COURSE POLICIES

University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university’s published policies. The following policies are of particular interest:

Academic Honesty

The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university’s academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.

In preparing written assignments, students need to be aware of the UNM Student Code of Conduct governing academic dishonesty, particularly plagiarism (see below). It is a violation University policy to claim credit for work not done or done by others, or misrepresenting the work as your own. There are numerous sources available through the UNM website to help you better understand the rules. (See the Pathfinder, Student Code of Conduct, 2.4.)

Plagiarism

It is often an unintentional mistake, but plagiarism continues to be a problem given our easy access to the internet and the availability of tools to copy and paste to your computer. It is even more problematic to paraphrase the work of another author and not acknowledge the source. If you are unsure, cite the source and avoid any suggestion of plagiarism. Recognize that any wording presented in a paper without quotation marks or other citation is considered to be your own work. Students who are discovered cheating or committing plagiarism will be awarded a failing grade for the course and may be subject to dismissal from the SPA program or other further discipline. Assignments and/or research projects may, at the instructor's discretion, be submitted to one of several online services that search for plagiarism from the World Wide Web and from various term paper companies that sell term papers via the World Wide Web. Students who are discovered cheating or committing plagiarism may be awarded a failing grade for the course and may be subject to dismissal or further discipline by the university. Assignments and/or research projects may, at the instructor's discretion, be submitted to one of several online services that search for plagiarism from the World Wide Web and from various term paper companies that sell term papers via the World Wide Web. All citations must conform with current APA Style Guidelines (See **FORM OF WRITTEN PAPERS AND APA STYLE** above).

Drops and Withdrawals

In the event that you choose to drop or withdraw from the course, it is YOUR responsibility, not the instructor's. Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify UNM of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.

Disturbances

Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.

Class Attendance Policy

Students are expected to attend all class sessions, and full participation in the class is expected. In the case of unavoidable absences, the student must contact the instructor in advance. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work or for excessive or unexcused absences. It is the student's responsibility to secure all missed work and assignments. Students who are unable to complete course requirements because of illness or other justifiable circumstances may be allowed to take an incomplete grade in those cases where a major portion of the work (more than 50%) has been successfully completed.

Accommodations

Anyone requiring special accommodation or assistive technology is asked to advise Dr. Meilleur within the first two weeks of class, so that reasonable accommodation may be provided through the University. The School of Public Administration is committed to providing all necessary and feasible accommodation to students with disabilities so that they may fully participate in and contribute to their classes. Confidentiality will be maintained as indicated by the student's circumstances.

9. OTHER INFORMATION:

Instructor Guidance: I will be happy to review your written work in progress at any time. You'd be amazed at how few people take advantage of this opportunity. Generally I will have my comments back to you within a day or two, barring unforeseen circumstances.

You are bound to run into problems with your projects along the way. I am happy to consult with you about your projects if you have questions, concerns, roadblocks, or if you just need a sounding board. Please contact me to set up these consultations by appointment, or during office hours. Again, you'd be surprised at how few people take me up on this offer. Please feel free to contact me at any time if you have questions or concerns about the course.

Syllabus Modification: The instructor reserves the right to change the class schedule, course requirements, or grading criteria based on changing circumstances and events, University policies, material deemed helpful for your individual projects, and/or class input.

10. INSTRUCTOR BACKGROUND:

Steven G. Meilleur, Ph.D., SPHR currently is Senior Vice-President of Risk Services with Poms & Associates, a national brokerage firm that provides risk management training, consulting and information services for its clients and other businesses and organizations. Steve specializes in providing consulting and training in HR and employment practices for Poms' clientele in New Mexico and around the United States includes many nonprofit organizations and public entities, as well as private for-profit corporations.

Dr. Meilleur's extensive work experience in the nonprofit sector includes having served as Vice President of Human Resources and Risk Management with Adelante Development Center in Albuquerque, as Executive Director of the New Mexico Solar Energy Association, as Director of the State Bar of New Mexico's Center for Legal Education, and as Human Resources Team Leader and Manager of

Organizational Learning with Plains Electric Generation & Transmission Cooperative. Dr. Meilleur has a long service record as a board member and volunteer for numerous non-profit organizations throughout New Mexico.

Dr. Meilleur is also President of PRAXIS Management Solutions, LLC, a training and consulting firm specializing in providing consulting and training services to non-profits throughout the country for over 35 years. PRAXIS specializes in human resource management and employment practices, risk management, performance management, strategic and operational planning, organizational development, quality and process improvement, and organizational research & assessment for non-profit organizations and public sector agencies.

He is faculty member at the UNM School of Public Administration, holding the position of Visiting Lecturer III and teaching in the areas of human resource management, public administration and policy, nonprofit organization management, employment and labor relations, dispute resolution, organizational change, and human resource development. He has also been on the faculty at Webster University in the graduate studies programs since 1994. He has spoken at numerous conferences and workshops across the country, and is a published author in the areas of human resources, leadership and management development, organizational change and innovation, non-profit organization management, and board development.

Dr. Meilleur received a BA in English Literature and Education from Bucknell University, an Executive MBA from the University of New Mexico, and his Ph.D. in Leadership and Organizational Learning from UNM. He received his certification as a Senior Professional in Human Resources (SPHR) by the Society for Human Resource Management in 1995, and has other professional certifications in areas such as employee relations, instructional design, leadership development, strategic planning, and conflict management.

11. FINAL REMARKS FROM DR. MEILLEUR

The more you put into this class, the more you will take from it. Reviewing scholarly work, pondering concepts, and making sense of theory in practice can be painful and time-consuming. I understand this! There will be times when your brain hurts. That's a good thing. Take it as a sign that some good learning is going on. In fact, good learning is often confusing and uncomfortable before it becomes fun. If you keep up with readings, actively engage in class dialogues and activities, and constantly seeking feedback and advice from your colleagues and course instructor, you should have a rewarding experience in this course.