Instructor: Dr. Patrick C. Exmeyer
Office: 219 Urban Studies Institute
Class Times: Thurs. 5:30 – 8:15pm EST
Class Location: 123 Urban Studies Institute

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Office Hours: 10:00am - 2:30pm M/W/F
[Additional Times by Appointment]

Course Description:

This course describes theories and techniques of organizational management related to non-profit organizations, commonly known as non-governmental organizations (NGOs). Emphasis of this course is placed on the management of non-profits and NGOs with limited time and resources. Understanding challenges faced by managers as they seek to fulfill organizational objectives, attract public and private support, coordinating and motivating volunteers, fostering collaborative initiatives, and meeting performance benchmarks are emphasized.

Course Prerequisites/Co-requisites:

Admission into the UPA/MPA Program or permission from the instructor.

Course Goals:

This course aims to fulfill key competencies and expectations set forth by the Network of Schools of Public Policy, Affairs and Administration (NASPAA), the national accrediting body for MPA programs in the United States. Specifically, the course seeks to instill five universal competencies essential toward public administration education:

- Lead and manage in public governance;
- Participate in and contribute to the public policy process;
- Analyze, synthesize, think creatively, solve problems, and make decisions;
- Articulate and apply public service perspectives; and
- Communicate and interact productively with a diverse and changing workforce and citizenry.

Course Focus and Applicable Topics:

The term 'public sector' typically evokes projections of entities and organizations existing solely within the governmental sphere. However, taken broadly, the notion of 'public sector' can similarly apply to entities and organizations which serve citizens and clients absent the premise of the profit motive. Therefore, terms pertaining to the public sector, nonprofit organizations, and non-governmental organizations are used interchangeably across shared concepts, including:

- Explore and synthesize historical and theoretical background of NGOs to modern conditions;
- Deploying optimal management approaches and techniques toward NGO operations;
- Demonstrate logical and strategic decision-making concepts; and
- Establish an understanding of the importance of collaborative relationships inherent between the public, non-profit, and private sectors.

Instructional Method and Course Delivery:

As currently constructed, PA603 seeks to foster both an interactive and participatory environment exploring qualitative research elements through in-person learning. <u>However, the instructional method and course delivery format may be subject to change contingent upon health and safety protocols dictated by the University of Louisville, the city of Louisville, the State of Kentucky, or other recognized governmental agencies.</u> Additional course content, aside from the required texts listed in this syllabus, will be provided via the PA603 page on Blackboard. If you are unfamiliar with Blackboard or have difficultly accessing course content, you are encouraged to contact UofL Information Technology Services:
Belknap Campus: Miller Information Technology Center, Rm. 109
Phone: (502) 852.7997
Online Assistance: <u>ITS Online Live Chat</u>

Course Materials: (can be purchased at the UofL bookstore or online)

Required Texts

Vaughan, S.K., & Arsenault, S. (2013). *Managing Nonprofit Organizations in a Policy World*. Sage Publications, Thousand Oaks, CA. ISBN 13: 978-1452240053.

Anheier, H.K. (2005). *Nonprofit Organizations: Theory, Management, Policy*. Routledge: New York, NY. ISBN 10: 0-415314194 **(PDF eBook provided on Blackboard)**

Stone, D. (2011). *Policy Paradox: The Art of Political Decision Making* (3rd Ed). New York, NY: Norton. ISBN-13: 9780393912722.

Dixit, A.K., & Nalebuff, B.J. (2010). *The Art of Strategy: A Game Theorist's Guide to Success in Business and Life*. New York, NY: W.W. Norton. ISBN 13: 978-0393337174.

*Although the Recommended Texts are not *required* for the course, I do encourage trying to acquire these texts (used previous editions work just fine!) due to their immense application and reference capacity outside of the classroom.

Supplemental readings and materials will be posted online and available through Blackboard throughout the course. These materials will be provided online as part of the course, and the instructor will notify all students of their availability and application in the scope of the course.

Additionally, as writing assignments are part of the course requirements, all students are strongly encouraged to use an APA Manual (7th Ed.) for assignment formatting, course citation, and literary style. The APA Manual is available through most bookstores (including online retailers), as well as through online sources.

<u>Evaluation and Grade Assignment:</u>

Final grades are assigned based on the sum of all the course assignments. The class Engagement and Participation is worth 10%, LCS components are worth 25%, Three-Point Essays represent 30%, the Game Theory Application for NGO Policy Advocacy is worth 15%, and the Decision-Making Action Plan for NGOs project is worth 20% of the final grade.

A+ : 1,000-970 pts.   A: 969 – 930 pts.   A-: 929 – 900 pts.   B+: 899 – 870 pts.
B: 869-830 pts.   B-: 829-800 pts.   C+: 799-770 pts.   C: 769-730 pts.   C-: 729-700 pts.

Leadership and Content Synthesis (250 Points Possible / 25% of final grade): Beginning with the third class session, students will be assigned the Leadership and Content Synthesis [LCS] role for each class session. The LCS role involves three components: a reading memo, a reference guide outline, and leading class session discussion for 15-20 minutes. Each component has an accompanying assignment guideline in Blackboard, though a brief description is provided below:

> →**Reading Memo + Discussion Lead (175 Points):** Each student will write <u>one</u> memo during the course. The schedule for these memos is listed on the schedule of classes. The memo should be approximately 5-6 pages long and must include a summary of the main points of the reading, your thoughts about the reading, a tactical critique of the reading, along with two discussion questions for the class.

> This component also requires you to lead a brief (i.e. 15-20 minutes) discussion centered on the reading(s) with the rest of the class. A primary element of serving as discussion leader involves clearly explaining key concepts and information contained in the reading(s), responding to potential questions from your peer following your discussion lead, and illustrating how the reading can be applied in practical contexts.

> → **Reference Guide Outline (75 Points):** In addition to writing the Reading Memo and serving as Discussion Lead for your assigned week, the final component of the LCS role involves crafting an outline of key concepts, information, and ideas which can serve as a reference point for your peers. You are welcome to create a reference outline in any style which you believe to be effective (e.g. bulleted outline, paragraphs, etc.). Keep in mind that the outline is graded on the *content* of the outline rather than how it is formatted, so think crucially about what to include/exclude. Additional info is on Blackboard.

Engagement and Participation (100 Points / 10%):

As students enrolled in an advanced degree program, it should go without saying that students are expected to complete assigned readings and to come to class sessions prepared. That noted, a wonderful aspect of graduate studies is that it represents a shift away from one-sided instruction (i.e. instructors lecturing to students) towards a mutual balance between students and instructors. As such, PADM 609 is less lecture-based and more discussion-focused. While part of each class session will involve summarization of readings (via the LCS role), the other part of class sessions will center on discussion and deeper exploration of concepts. Learning from both instructors and your peers involves engagement and participation. Part of this grade category involves attendance for each class session <u>and</u> engagement and participation in discussions. Importantly, please note that the engagement and participation aspect of this category is graded on the **quality** of your engagement rather than the **frequency** of your engagement.

LCS Collaboration – Reference Outline & Discussion (3 x 50 Pts. Each=150 Points / 15%):
Similar to the LCS Reading Memo, Reference Guide Outline, and Discussion Lead, the LCS Collaboration assignments will require you to collaborate and coordinate with your peers throughout the semester to develop a clear, concise, and insightful LCS Reference Outline to share with the class. Think of these collaborations as a slightly scaled down version of the individual LCS component minus the Reading Memo. There are no page requirements for the Reference Outline, as the focus should be on clarity and conciseness. Each member of the collaborative team will discuss their selected reading for 5-10 minutes.

Three-Point Essays (4 x 75 Points Each = 300 Points / 30%):
Throughout the course of the semester, students will develop Three-Point Essays to clearly and succinctly convey critical thinking skills related to pertinent topics within Nonprofit Management. These exercises, a novel product of Dr. Janet Kelly, provide an excellent opportunity to hone communication skills and refine writing abilities. The schedule of related topics for the Three-Point Essays, along with the due dates for each essay, are outlined in the course schedule at the end of the syllabus.

Decision-Making Action Plan for Nonprofit Organization project (200 Points / 20%):
Managing tight budgets, seeking funding, and serving an increasing clientele base are common attributes of many nonprofit organizations in the United States. These challenges place a premium on understanding approaches toward effectively navigating emerging issues and human capital matters in nonprofit organizations. The Decision-Making Action Plan for Nonprofit Organizations project aims to provide you with an opportunity to synthesize materials, concepts, and peer-led discussions in PADM 609 toward forming viable approaches for effectively addressing the challenges facing my nonprofit organizations. Additional details concerning the project are available in the Assignment Guidelines folder located in the Course Content/Schedule tab of the PADM 609 Blackboard course page.

When you submit an assignment, your attached files should be in the **.doc or .docx** format (Microsoft Word). Submitting assignments in formats other than Word requires exporting the file into Word, which can be tedious. Please submit all assignments to me via e-mail at patrick.exmeyer@louisville.edu using your UofL email account. Pro-Tip: Ask for a read receipt for emails with attachments! If you do not have this capability, you should blind copy the email to yourself. **I am not responsible for lost emails or assignments unless you have evidence that I have received your email.**   Additionally, you will need to submit two of your assignments (Weekly Reading Memo and Qualitative Research Design Proposal) through SafeAssign via the Blackboard. You are required to cite all of the information used in your assignments using APA format. All assignments should follow the basic tenets of grammar, proper writing, syntax, and spelling. Points will be deducted if there are any writing errors and if the assignment does not include proper citations and a bibliography.

Formatting:
All assignments for this class will require APA formatting for submission across all assignments:
- Times New Roman Font – Size 12
- Double Spaced
- 1" Margins
- Cover Sheet containing:
    o Assignment Title
    o Your Name
    o UofL ID Email Address
    o Due Date of Assignment
    o Course Name (PADM 609 Nonprofit Management)
    o Instructor Name (Dr. Exmeyer)
- In-text citations and Reference Page listings using proper APA format.
- Charts, graphs, and figures should be included in appendices and <u>do not</u> count toward your page total for the assignment.
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Graduate School Policies:
In accordance with graduate school policy, you must earn a C or better to pass this course. Additional information concerning Graduate School Eligibility, student Withdraw from courses, and other topics concerning UofL Graduate School policies can be found in Article 6.6 of the UofL *Redbook*: (https://louisville.edu/provost/redbook/contents.html).

Course Withdrawal:
The last day to add/drop the course or withdraw from the course without a course grade is January 14th, 2022. The final day for course withdrawal noted 'W' is March 9th, 2022.

Lateness on Assignments:
As a proponent of timeliness, I encourage you to adopt the same habit. Assignments should be submitted by the day and time indicated either to me via e-mail or through SafeAssign on Blackboard. That said, I understand life happens! If you have an emergency and can't submit the assignment on time, I strongly encourage you to contact me by e-mail to advise of this; otherwise, I will have no indication as to why an assignment was not submitted on time. Without such notice, a 10 percent penalty for each day the assignment is late will be imposed.

Academic Integrity:
Integrity is paramount in both the workplace *and* classroom. As students accepted into a remarkable graduate program at an R1 Carnegie High-Research institution, you are asked to not only produce your best work, but also to do so in accordance with integrity. Academic Dishonesty (broadly referred to as "cheating" or "plagiarism") is strictly prohibited. Students found guilty may receive a failing grade in the course and possible dismissal from their academic program. Expectations for student academic behavior are outlined in the UofL Code of Student Rights and Responsibilities, accessible through the Dean of Students website: http://louisville.edu/dos/students/studentrightsandresponsibilities.

Students with Disabilities:
The University of Louisville is committed to equal opportunity and challenge for all academically qualified students and does not discriminate on the basis of disability. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 852-6938) for verification of eligibility and determination of specific accommodations.

Title IX/Clery Act Notification:
Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. For more information, see the Sexual Misconduct Resource Guide http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure.

Sexual Harassment:
The University of Louisville strives to maintain the campus free of all forms of illegal discrimination as a place of work and study for faculty, staff, and students. Sexual harassment is unacceptable and unlawful conduct and will not be tolerated in the workplace and the educational environment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment, even when carried out through computers or other electronic communications systems. Students and Instructors are protected from Sexual Harassment according to the Affirmative Action policy, the Student Code of Conduct, and the UofL Computer Account Usage Agreement. Anyone experiencing sexual harassment should refer to the links above and/or contact the PEACC Program (852-2663) and an advocate will explain your choices. This is a free and confidential service.

Statement on Diversity:
The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining, and supporting students, faculty and staff who reflect the diversity of our larger society.

UofL COVID-19 Protocols for Spring 2022:
Effective Monday, August 9th, 2021, the University of Louisville will require all university members (including students, faculty, and staff) to wear masks and/or other facial coverings in all public, indoor spaces until otherwise noted. While in-person (e.g. traditional course delivery) is being implemented for the Spring 2022 semester, this mode of course delivery is subject to University policy and contingent upon health and safety conditions both on campus and within the greater Louisville community. Please visit the UofL Novel Coronavirus response website to learn more: https://louisville.edu/coronavirus

Technology Considerations and Course Delivery Contingency Plans:
In accordance with UofL COVID-19 protocols and College of Arts & Sciences recommendations, students are strongly encouraged to familiarize themselves with technology applications for online and/or hybrid learning formats in the event of course delivery method changes during the Spring 2022 semester. Should students require alternative arrangements due to exigent circumstances (e.g. required quarantine, illness, and/or family-related matters such as child care issues), I strongly encourage you to contact me via email (patrick.exmeyer@louisville.edu) as soon as possible to make necessary changes or arrangements to ensure continuation of your course experience.

As a Community of Care, all Cardinals are expected to abide by public health guidelines and regulations as published by the University. For Spring 2022, this includes:
1. Wearing of cloth/paper masks (covering nose and mouth) when in shared indoor spaces like classrooms, or when appropriate physical distancing cannot be maintained. (Per the code of student conduct--revised July 2020--a student who refuses to follow these guidelines may be asked to leave a classroom)
2. Staying home when sick—any UofL community member experiencing fever, consistent dry cough, or other symptoms of contagious disease should remain at home until symptoms subside or advised that it is safe to return by a medical professional.
3. Practicing good hygiene and responsibility for one's own surrounding.
- Cover sneezes and coughs
- Wash hands frequently with soap and water when possible; use hand sanitizer when soap and water are not available
- Wipe down frequently touched surfaces
- Maintain six feet physical distancing when possible
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Faculty have the responsibility to help students meet these recommendations by:
1. Allowing for remote participation in class when necessary and practicable
2. Allowing students absent for reason of illness to make up missed work and not to penalize students for these absences
3. Not requiring doctor's notes for absences of less than the equivalent of two weeks of class. If the absences occur on the day of a scheduled assessment, the student may be asked to provide documentation for the absence.
4. Notifying physical plant when classrooms are not adequately stocked with cleaning supplies and arranging classroom furniture or seating charts to maximize physical distancing where possible.

Course Delivery, Modality, and Responsiveness:
Continued conditions related to the novel coronavirus (COVID-19) present numerous challenges around the world. As a result, institutional and departmental public health and safety policies are subject to unanticipated changes. The University of Louisville, College of Arts & Sciences, as well as the Department of Urban and Public Affairs is committed to providing a safe and comfortable learning environment for students, faculty, and staff in accordance with existing health and safety policies.
In the event of necessary changes to course delivery, modality, and/or format, it is the responsibility of the course instructor and university leadership to keep students informed on a timely basis. Please note the following related to communications pertaining to Spring 2022 course-related matters:

- All communications related to PADM609 course changes will be sent via email by the instructor, via the PADM609 Blackboard course page, and/or official communications sent by University of Louisville administration and leadership.

- In the event of necessary changes to course modality or delivery to online/remote course format, PADM 609 Spring 2022 will be held **synchronously** on Microsoft Teams.

- **Students**: Students who have either tested positive for COVID-19, are awaiting results of a COVID-19 test, are experiences symptoms of COVID-19, or have been notified as being in close contact with someone who has tested positive for COVID-19 are encouraged to attend class sessions remotely until completing COVID-19 isolation and/or quarantining protocols prior to returning to any in-person (traditional) format class sessions. Upon notification to the instructor (patrick.exmeyer@louisville.edu), students can be added to the Microsoft Team for PA615 for remote class session attendance.

- **Instructor**: In the event the course instructor tests positive for COVID-19, is awaiting results of a COVID-19 test, is experiences symptoms of COVID-19, or has been notified as being in close contact with someone who has tested positive for COVID, the instructor will notify the class of remote synchronous class sessions until the instructor completesCOVID-19 isolation and/or quarantining protocols prior to returning to any in-person (traditional) format class sessions. Notification concerning this contingency approach will be sent via email and/or Blackboard by the instructor.

Course Evaluation:
Students are *strongly encouraged* to complete the online course evaluation once the course evaluation module becomes available. Not only do honest and authentic evaluations reflect upon faculty capacity, but they also likewise provide critical information for refining, retaining, and improving the quality of the course!

Schedule of Classes and Assigned Readings:

Date	Topical Content	Required Reading(s)	Assignment(s)
January 13th, 2022	Introduction to PA609: Introduction, Syllabus Review, and Course Overview		
January 20th, 2022	Nonprofit Organizations: Similarities and Differences with the 'Public' Sector	**Vaughan & Arsenault** (2013) – Chapter 1 *Available on Blackboard* *Robichau & Sandberg** (2022) – Creating Meaningfulness in Public Service Work	
January 27th, 2022	The History of NGOs in the United States	*Hammack, C.** (2002) – Nonprofit Organizations in American History *Anheier, H.** (2005) – Nonprofit Organizations: Chapter 2 [pp. 20-36]	**Three Point Essay:** Have NGOs Transitioned from Auxiliary to Essential?[**75 pts.**]
February 3rd, 2022	Volunteers: The Lifeline of Nonprofit Organizations	**Vaughan & Arsenault** (2013) – Chapter 13: Managing Human Resources - Volunteers & Staff	
February 10th, 2022	NGOs as Policy Advocates and Entrepreneurs	**Balassiano & Chandler** (2010) – Emerging Role of NGOs in Advocacy and Public Policy **Stone, D.** (2005) – Chapters 2, 3, & 9	**Three Point Essay**: How Can NGOs Drive Equity and Equality in Public Policy Advocacy? [**75 pts.**]
February 17th, 2022	Strategic Communications	**Seo & Vu** (2020) – Transnational NGO Social Media Use	
February 24th, 2022	Strategic Planning	**Bryson** (2010) – The Future of Public and NGO Strategic Planning in U.S.	

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Date	Topical Content	Required Reading(s)	Assignments(s)
March 3rd, 2022	Logic Modeling: Application toward Organizational Initiatives	**Innovation Network** – Logic Model Workbook	
March 10th, 2022	Game Theory: Extending Logic Modeling	**Dixit, A.K., & Nalebuff, B.J.** (2010) – The Art of Strategy	**NGO Game Theory Decision Tree** [**150 pts.**]
March 17th, 2022	**No Class: Spring Break**		
March 24th, 2022	Performance Management in NGOs	**Hunter** (2013) – *Working Well* [Full Text]	
March 31st, 2022	Effective Networking for NGOs	**Aspen Group** (2002) – NGOs and Government Relationships	**Three Point Essay:** Should Advocacy Scopes be Broadly or Narrowly Tailored? [**75 pts.**]
April 7th, 2022	Ethical Leadership of NGOs	**Strickland & Vaughan** (2008) – Hierarchy of Ethical Values in NGOs ***Suarez** (2010) – Careers of NGO Execs in an Evolving Sector	
April 14th, 2022	Organizational Adaptation	***Gill** (2010) – Developing a Learning Culture, Ch. 1-5	
April 21st, 2022	Organizational Advancement	***Gill** (2010) – Developing a Learning Culture, Ch. 6-10	**Three Point Essay**: Industry Practices or Individualized Learning: What Works Best?[**75 pts.**]
April 28th, 2022	**Decision-Making Action Plan for Nonprofit Organization** project due by **11:55pm EST**		