

AGENDA

WEEK 4

LEAD 7300 MANAGEMENT OF NONPROFIT ORGANIZATIONS

ARMSTRONG ATLANTIC STATE UNIVERSITY

1. Proposal for a new course for Fall Term 2014. Currently, the PCL program menu does not include any type of law course, either as a core course or elective. Most graduate level management programs include a course in business law or similar subject. Consequently, I believe there should be a law course on the PCL menu, grouped as an elective course. I have been asked to prepare a proposal to create such a course. We plan to call it Law for Managers. It would be similar to the business law courses that I have been teaching for 12 years, but it would also include material directed toward managers in government and nonprofit organizations. In a fifteen week period, we would probably cover topics like the American legal system, contract law, statutory law as it impacts government officials, statutory law as it impacts nonprofit organizations, regulatory law, and other topics (I am interested in hearing your suggestions for topics). If the PCL program were to offer such a course, would you be inclined to register for it?

2. Proposal for a new course, possibly to be offered during Fall Term 2014. Currently, the PCL program relies on the Philosophy Department to teach an ethics course, PHIL 7100 Professional and Applied Ethics. There have been problems related to availability of an instructor, so the PCL program might elect to create its own ethics course that is coded as LEAD. It would be an elective course. I have been asked to prepare a proposal to create such a course. We might call it Ethics for Leaders. I taught a course during Fall Term 2013 that included nine weeks of ethics material. The new course would include 15 weeks of material. If the PCL program were to offer such a course, would you be inclined to register for it?

3. Volunteerism. I attended a Chamber of Commerce luncheon last week. The speaker was Denise Grabowski, a local professional who focuses on environmental projects. She might be a speaker for us later in the term, discussing local environmental organizations (most of which are nonprofits). She talked about “the Millennials” (also called Gen@ and GenY, people born between 1978 and 1996, age 18 to 36). This is a generation of people who make up 31 percent of the US population. She says they have the following characteristics.
 - Tech savvy
 - Well educated
 - Motivated
 - Favor instantaneous communication and results

- Interested in their communities
- Want to work for organizations that are socially responsible

I think her comments are aligned with the remarks in our textbook, and they apply whether a Millennial is an employee of your organization or a volunteer.

She mentioned B-corporations. This is a form of organization that is recognized in 18 states. It allows a company to direct some of its energy to social responsibility efforts that may not help the company's bottom line. A B-corporation will not get into legal trouble based on claims that, as a for-profit company, they have a legal obligation to maximize returns to investors.

4. Possible guest speaker. Last week I met Athena Sartin. She is a US citizen. She is language teacher who has worked in several countries as a teacher and as a Peace Corps worker. I asked her about doing a talk about her background (i.e., the education and experience that positioned her to win these interesting international assignments). I also want her to talk about nongovernment organizations (NGOs). These are organizations like CARE and Doctors Without Borders that handle important responsibilities on a global basis.
5. Feedback and discussion on Writing Assignments submitted during WEEK 3. Each student picked one of the following topics.
 - WA3A Good leaders and bad leaders
 - WA3B Resume to find a job in a nonprofit organization. Feedback:

(1) Use 12-point type.

(2) Leave some white space for readers to mark it up (e.g., "This looks like a good candidate. Let's send it to Mary in Finance.")

(3) It is not necessary to keep it to one page. You can write a longer resume if you have a one-page summary.

(4) It might be effective to subdivide your experience into Professional Experience (jobs after you earned your BS degree) and Student Jobs (jobs before you earned your BS degree). Professional Experience would include some details of who you worked for and what you did. For example, "For the US Environmental Protection Agency, planned, executed and documented environmental research projects; conducted field work at industrial installations."

For Student Jobs use less detail, probably just mentioning what each job was without mentioning the employer or job title. Example: “Student assistant on a college research project, drug store clerk, land surveyor, clerk/carrier with US Postal Service, janitor in an electronics assembly plant, house painter, dorm counselor, driver for a car dealer, landscape contractor, newspaper carrier). If you were in the military, you can create a third category, Military Experience. You would indicate the branch of service, your ranks, and what you did. Example: “Seven years in the US Navy as an officer. Based on ships and land installations. Oversaw technical functions like cruise missile maintenance and administrative functions like payroll. Supervised as many as 36 people. Completed foreign assignments in Singapore, Cuba, Yemen, and Diego Garcia.” Tell whether you have completed your military service, are a member of the reserves or National Guard, or are retired.

(5) Try to include a section called “Roles in Nonprofit Organizations.” If you were a member of a nonprofit organization (e.g., Girl Scouts), say so. If you have been an active volunteer for a nonprofit (e.g., helped Habitat for Humanity build houses in Savannah), tell what you did.

(6) Remember your audience. If you are looking for a job at a museum, don’t use a bunch of military terminology in your resume. Use things like, “Volunteered to help retired military personnel establish a new museum near Davis Mothan Air Force Base in Arizona.”

(7) A couple of students wrote cover letters. It is a good idea to get some practice for that. Make sure your cover letter refers to the job posting number of there is one. It has been my experience that, if the organization has written an advertisement or job description (say with six responsibilities), it is a good idea to use the cover letter to explain that you are qualified to perform each of the six responsibilities.

(8) If you are interviewed, always follow up, immediately, with a letter or e-mail message. If you still want the job, tell them. “Based on our dialogue Monday, I am even more convinced that I am ready to join your team as Manager of Volunteer Projects.....”

6. Writing Assignments for WEEK 4. Discuss, then turn in at the end of class.

- WA4A: *Managing restructuring*. Related to Chapter 6. OR
- WA4B: *Risk management*. Related to Chapter 7. OR

- WA4C: *Human resources*. Related to Chapter 8.
- How is the Smithsonian organized?

7. Continue discussions of textbook material

- 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
- Chapter 6, Strategic restructuring: collaboration, alliances and mergers
- Chapter 7, Risk management and insurance
- Chapter 8, Making human resources work for you
- Chapter 9, The importance of diversity
- Chapter 10, Bridging the generation gap

8. 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.

9. Writing assignment. WA5A or WA5B. 600 words. See Syllabus.