

HUMAN RESOURCE MANAGEMENT IN NONPROFIT ORGANIZATIONS

Summer

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COURSE OVERVIEW AND OBJECTIVES

Nonprofit organizations are different. They are unlike both private companies and government in fundamental ways, while similar in other respects. Nonprofit organizations, like business and government, must rely on effective human resource management for their long-term success. Unlike the other sectors, however, those who are attracted to nonprofit organizations are often motivated in different ways from their counterparts in the private and public domains. Human resource managers in nonprofit organizations must be concerned with unique issues of balancing organizational, board, staff, and volunteer concerns, while also maintaining a committed, motivated, and productive workforce.

Human resources—that is, paid staff and volunteers—make the organization what it is. This course is based on the premise that the distinctive nature of nonprofits affects the human resource management of such an organization. The purpose of the course is to provide students working in nonprofit organizations with a basic understanding of the human resource management issues facing nonprofits today. Specifically, at the successful completion of this course, students will be able to:

- Explain the human resource management areas necessary for the productive functioning of nonprofit organizations.
- Integrate selected theories and concepts of motivation, particularly applicable to the management of staff and volunteers in nonprofit organizations.
- Examine some of the major human resource issues and concerns confronting nonprofit managers today.
- Understand the general manager's role as a human resource manager.
- Assess the impact that an organization's human resource practices have on its performance and effectiveness.

CLASS FORMAT

This is a web-based course. I can meet with students in the Indianapolis area and be available by phone to all students, but most of our interaction will be via the internet. Our internet exchanges will also be asynchronous (that is, not at concurrent times). There are disadvantages and advantages to this type of course. One advantage is that this format gives you a good deal of flexibility about when you log in and contribute. It also gives you time to prepare thoroughly and reflect about the issues raised in the readings and exercises. One of the disadvantages of the format is that we will not enjoy the same level of interaction that can be achieved in a classroom format. We will each need to carry on our interchanges recognizing the need for care and completeness in our communications. Remember that you can learn much from your classmates. You will be asked to participate in numerous discussions, exercises, and reviews.

Oncourse

Most of our interactions will occur in the context of Oncourse CL, a software system that provides a comprehensive set of tools for the creation, management, and viewing of sophisticated World Wide Web-based teaching and learning environments. After you register, you will receive a password that will give you access to the course materials on Oncourse CL.

Course guidelines

Although this course is offered in a distance learning format, it does not alter our basic responsibilities to one another. It is your responsibility to do the following:

- Be prepared to contribute each week to the online discussions
- Complete assignments on time
- Inform me of any problem or situation that may be interfering with your learning or performance in the course in a timely manner
- Provide feedback on the strengths and weaknesses of the course in a professional manner

It is my responsibility to do the following:

- Provide activities designed to accomplish course objectives
- Assist in providing an atmosphere conducive to learning
- Grade and return assignments in a timely fashion and appraise students of their progress on a regular basis
- Respond to student concerns

TEXTS

The **required** books for the course are:

- Brudney, J.L. (2009). *Emerging Areas of Volunteering*. Vol. 1, Number 2. ARNOVA.
- Ellis, Susan J. (2010) *From the Top Down: The Executive Role in Volunteer Program Success*. 3rd edition. Philadelphia: Energize.
- Pynes, J.E. (2009). *Human Resources Management for Public and Nonprofit Organizations*, Third Edition. San Francisco, CA: Jossey-Bass Publishers.

These books have been ordered at the IUPUI bookstore. They may also be ordered from Amazon Books (or other online book sellers) at the following URL: <http://www.amazon.com>.

We will use a relatively large number of chapters from *The Jossey-Bass Handbook of Nonprofit Leadership and Management, Second Edition* 2005, edited by Robert D. Herman. You do not need to purchase this book, but you may want to acquire a copy for your library both as a convenience and because it will be used in V525 Nonprofit Management.

Additional course readings are available under the Resource tab in Oncourse CL.

Two nonprofit sector newspapers, the *Chronicle of Philanthropy* and *Nonprofit Times*, may also interest you. Selected portions of them are available on the web at:

Nonprofit Times <http://www.nptimes.com>

Chronicle of Philanthropy <http://www.philanthropy.com>

COURSE REQUIREMENTS

Weekly Discussion Exercises

Each week there will be either a group discussion forum or an individual discussion forum. These postings will be scored and incorporated into your grade for 40% of your final grade. Your postings should be substantial, concise, provocative, interpretative, timely, logical, and grammatical. It is NOT acceptable to post “I agree with Joe.” Even if that is the case, why do you agree with Joe, what parts of his argument do you find convincing, etc.

Written Assignments

Sixty percent of your final grade will be determined by five written case assignments.

During the semester, each student will prepare six essays of 3-5 pages each, in which you answer questions posed in the syllabus or analyze a management situation, court case or other scenario involving personnel issues. The goal of these papers is twofold: for you, they give you

opportunities to practice application of your human resource skills by responding to a real or hypothetical management situation with suggestions. For me, they demonstrate your grasp of the reading material and your ability to make use of the course material in applied settings.

Format: All reading responses should answer the questions posed. All case analyses should answer the questions posed at the end of the case. Papers should be double-spaced, edited, polished and professionally presented. Appendices are welcome. If tables and graphs are used, papers should be lengthened accordingly. All papers and projects should use an in-text citation style (e.g., APA, Chicago) and should include a full bibliography. Note, for example, that any citations to the source of a direct quotation must have a page number reference. For example, <Smith argued that “the validity of Jones’ study is subject to question” (Smith, 1997 p. 56)>.

Grading

Student papers will be graded on three criteria: (1) Analytical: the thoroughness and quality of your analysis and recommendations, including your grasp of the issues involved; (2) Use of course material: the extent to which you applied course material to the situation and demonstrated your grasp of the material; and (3) Stylistic: the quality of your writing, the care you have taken to edit for grammar and spelling, and your ability to adhere to the page length guidelines.

The following detail is included to help you understand how this translates into a specific letter grade. [In keeping with the HR course content, this also provides you with an opportunity to see a good performance evaluation tool in action – the Behaviorally Anchored Rating Scale (BARS).]

Grades of A+/A/A-: To receive a grade in the "A" range, you have performed above average for graduate work. The organization of your writing is easy to follow, spelling and grammar are correct, and writing style effective. Beyond that, your analysis is of above average quality and I am impressed with your comprehension of the material and the solutions that you recommend. Your analysis reflects an in-depth and thorough understanding of the HR issues, theory, and research. Your research is thorough, your conclusions are original and well-defended. Your paper reflects a strong effort to organize and present the material to best effect. You have either been especially thorough in your use of the course readings, or you have gone beyond the assigned readings to seek out and incorporate additional reading material. Your engagement of these authors’ opinions in your paper demonstrates that you have read and understood them well enough to critique their conclusions.

Grades of B+/B/B-: Acceptable but not outstanding graduate work will be assigned a grade in the B range. To receive this grade, the organization of your case must be easy to

follow, spelling and grammar mostly correct, and writing style effective. Your paper meets all of the guidelines regarding length, content, citations. Longer papers will have some internal organization (e.g, headings, table of contents, etc.). Your case analyses should distinguish between fact and opinion, avoid excessive rehash of case facts, and reflect a good understanding of the material. In most instances, your writing will reflect a good understanding of the human resource management issues. Your solutions will be based on HR theory and research rather than your opinion, and follow logically from your analysis and evaluation. You have a solid, if not comprehensive, bibliography that includes at least the related assigned readings for a particular case, and you have cited these appropriately in your write-up.

Grades of C and D: Grades in the "C" and "D" range fall below graduate work proficiency. This grade will be assigned if a research paper meets some but not all of the expectations described above, or if a case analysis has poor grammar, did not address the issues of the case, did not follow the case write-up format, is presented as an unfinished outline, or is sketchy or superficial reflecting only your opinion without support. These grades may also signify that I saw little understanding of the human resource management issues in your write-up, and a minimal or superficial application of course readings.

Grading Scale

A+	100 %
A	94 %
A-	90 %
B+	87 %
B	83 %
B-	80 %
C+	77 %
C	73 %
C-	70 %
D+	67%
D	63 %
D-	60%

COURSE SCHEDULE AND ASSIGNMENTS

WEEK 1 Introduction and Overview (May 12-16)

Halpern, R. Patrick. 2006. Workforce issues in the Nonprofit Sector. American Humanics. (Oncourse resources)

Tierney, Thomas J. 2006. The Nonprofit Sector's Leadership Deficit. American Humanics and The Bridgespan Group. (Oncourse resources)

Group Discussion Forum 1: Introductions

WEEK 2 Strategic Human Resource Management (May 17-23)

Pynes, Chapter 1, Human Resource Management in a Dynamic Environment,

Pynes, Chapter 2, Strategic Human Resource Management and Planning

Pynes, Chapter 3, Strategic Human Resource Management and Technology

Group Discussion Forum 2: Strategic Human Resource Management
First written assignment due May 21- post under assignments

WEEK 3 Equal Employment and Diversity (May 24-May 30)

Pynes, Chapter 4, Equal Employment Opportunity, and Chapter 5, Valuing a Diverse Workforce

Gibelman, Margaret (2000) The Nonprofit Sector and Gender Discrimination: A Preliminary Investigation into the Glass Ceiling. *Nonprofit Management & Leadership*, 10 (3), 251-269 (Oncourse Resources).

Hostetler, Dennis & Pynes, Joan (2000). Sexual Orientation Discrimination and its Challenges for Nonprofit Managers. *Nonprofit Management & Leadership*, 11(1), 49-63 (Oncourse Resources).

WEEK 4 Managing Volunteers: Overview and Framework (May 31- June 6)

Pynes, Chapter 6, Volunteers in the Public and Nonprofit Sectors

Ellis, Chapters 1 through 4

Brudney, Jeffrey. L. (2005) *Emerging Areas of Volunteering* (**READ BOOK**)

Hager, Mark and Brudney, Jeffrey L.. (2004) *Volunteer Management Practices and the Retention of Volunteers: Executive Summary*

http://www.urbaninstitute.org/UploadedPDF/411005_VolunteerManagement.pdf

Group Discussion Forum 4: Managing Volunteers

Second written assignment due June 4

WEEK 5 Motivating Volunteers and Staff (June 7-13)

Ellis, Chapters 7 and 8

Gose, B. Can the Nonprofit World Handle a Flood of Volunteers? *Chronicle of Philanthropy* October 15, 2009 (Oncourse Resources)

Group Discussion Forum 5: Walking a Fine Line

WEEK 6 Recruiting and Selecting Volunteers and Staff (June 14-20)

Pynes, Chapter 7, Job Analysis and Chapter 8, Recruitment and Selection

Gazley, B. Personnel Recruitment and Retention in the Nonprofit Sector. in Hays, S., Kearney, R. and J. Coggburn (Eds.), ***Public Personnel Administration: Problems and Prospects***, 5th edition. (Prentice-Hall 2008). (Oncourse Resources)

McCurley, S. (2005). Keeping the Community Involved: Recruiting and Retaining Volunteers. In R.D. Herman & Associates (Eds.). *The Jossey-Bass Handbook of Nonprofit Leadership and Management, Second Edition*, , pp. 587-622. (Oncourse Resources.)

Watson, M.R. & Abzug, R. (2005). Finding the Ones You Want, Keeping the Ones You Find. In R.D. Herman & Associates (Eds), *The Jossey-Bass Handbook of Nonprofit Management and Leadership, Second Edition*, , pp. 623-659. (Oncourse Resources.)

Group Discussion Forum 6: Evaluating the recruiting function

Third written assignment due June 18

WEEK 7 Performance Management (June 21-27)

Pynes, Chapter 9, Performance Management

Henderson, R. (1980). Developing Performance Measures Which are Consistent with the Mission of the Organization. In L.S. Baird, R.W. Beatty, & C.E. Schneier (Eds), *The Performance Appraisal Sourcebook*, pp. 17-24 (Oncourse Resources).

Sashkin, M. (1982). Appraising Appraisal: Ten Lessons from Research for Practice. In L.S. Baird, R.W. Beatty, & C.E. Schneier (Eds.), *The Performance Appraisal Sourcebook*, pp. 120-128 (Oncourse Resources).

Group Discussion Forum 7: A Performance Evaluation In-basket

WEEK 8 Compensation and Benefits (June 28-July 4)

Pynes, Chapter 10, Compensation and Chapter 11, Benefits

Charity Navigator 2009 CEO Compensation Study (Oncourse Resources)

Day, N.E. (2005). Total Rewards Programs in Nonprofit Organizations. In R.D. Herman & Associates (Eds.), *The Jossey-Bass Handbook of Nonprofit Leadership and Management, Second Edition*, San Francisco: CA: Jossey-Bass pp. 660-702. (Oncourse Resources).

Oster, S. M.(1998). Executive Compensation in the Nonprofit Sector. *Nonprofit Management and Leadership* 8: 137-151 (Oncourse Resources).

Group Discussion Forum 8: Ethical Compensation Dilemmas

Fourth written assignment due July 2

WEEK 9 Training and Development of Volunteers and Staff (July 5-11)

Pynes, Chapter 12

Macduff, N. (2005). Principles of Training for Volunteers and Employees. In R.D. Herman & Associates (Eds.), *The Jossey Bass Handbook of Nonprofit Leadership and Management Second Edition*, San Francisco: CA: Jossey-Bass, pp. 703-735. (Oncourse Resources.)

Dolan, D.A. (2002). Training Needs of Administrators in the Nonprofit Sector: What are They and How Should We Address Them? *Nonprofit Management & Leadership* 12: 277-292 (Oncourse Resources).

Group Discussion Forum 9: The Midvalley Recreation Department

WEEK 10 Leadership and Supervision (July 12-18)

Herman, Robert D. and Heimovics, Dick (2005). Executive Leadership. In R.D. Herman & Associates (Eds.), *The Jossey-Bass Handbook of Nonprofit Leadership and Management, Second Edition*, San Francisco: CA: Jossey-Bass pp. 153-170. (Oncourse Resources).

Cyert, Richard M. (1990). Defining Leadership and Explicating the Process. *Nonprofit Management & Leadership* 1: 29-38 (Oncourse Resources).

Group Discussion Forum 10: Leadership

Fifth written assignment due July 16

WEEK 11 Boards as a Special Human Resource Issue (July 19-25)

Allison, M. (2002). Into the Fire: Boards and Executive Transitions. *Nonprofit Management and Leadership* 12:341-351 (Oncourse Resources).

Axelrod, N.R. (2005). Board Leadership and Board Development. In R.D. Herman & Associates (Eds.), *The Jossey-Bass Handbook of Nonprofit Leadership and Management, Second Edition*, San Francisco: CA: Jossey-Bass pp. 131-152. (Oncourse Resources).

Kearns, K. (1995). Effective Nonprofit Board Members as Seen by Executives and Board Chairs. *Nonprofit Management & Leadership* 5: 337-58 (Oncourse Resources).

Ostrower, F. (2007) Nonprofit Governance in the United States: Findings on Performance and Accountability from the First National Representative Study. *Urban Institute*.

Washington, DC

*Group Discussion Forum 11: The Tampa Museum of Science and Industry:
the Fowler Avenue Land Problem*

WEEK 12 Risk Management (July 26-August 1)

Ellis, Chapter 9

Martinez, J. M. (2003). Liability and Volunteer Organizations: A Survey of the Law. *Nonprofit Management and Leadership* 14: 151-170 (Oncourse Resources).

Vargo, Katherine S. (1995). Risk Management Strategies. In Tracy Daniel Connors (ed.), *The Volunteer Management Handbook*. New York: John Wiley & Sons, 1995, pp. 322-338 (Oncourse Resources).

Group Discussion Forum 12: Risk Management
Sixth written assignment due July 30

WEEK 13 Emerging Issues and Course Evaluations (August 2-9)

Pynes, Conclusion: Challenges for Public and Nonprofit Organizations.

Group Discussion Forum 13: Emerging Issues

Be sure to do class evaluation <http://set.tc.iupui.edu/> and send me a question.
(1 point)