

Course Syllabus

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MBA 791

Management and Marketing of Nonprofits and Non-Governmental Organizations



Course Information

Course Title: MBA 791 – Introduction to the Management and Marketing of Non-Profits

Credit Hours: 1.0

Course Term: Winterim 2022

Delivery Mode: Online

Instructor Information

Name: Jennifer Severin, MBA

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Mobile: 715-828-8219

I plan to respond to your emails in less than 24 hours.

Course Description

This course introduces students to the complex challenges and opportunities facing Nonprofits (NPs) and Non-Governmental Organizations (NGOs) as they attempt to "Do Good" in the spaces between and beyond what is possible for governments and businesses to do well -- if at all. We will study the relevant laws governing them, many of the management challenges they face, and the new marketing media extending their reach for both resources and results.

In a still larger context, we will also keep in mind that there are four megatrends threatening the conventional expectations and stability of NPs/NGOs. These are:

1. unprecedented natural and manmade disasters that have overwhelmed many of these organizations (most recently Covid-19);
2. increasing pressure for businesses to take more responsibility for social and environmental needs. This reflects less trust in governments and, at a minimum, a recognition of the resource and scale

limits of NPs/NGOs. Generally, this movement is sometimes referred to as Environmental, Social and Governance (ESG), Business, Society and Governance (BSG), or Stakeholder Capitalism (vs. Milton Freedman's Shareholder Capitalism manifesto). Most important to our study, all this has led to "new" forms of business models in spaces once privileged for traditional NPs/NGOs. These new "Business Can" forms of "Doing Good" include the development of so-called B-Corporations (i.e., for profit corporations that pledge to serve the public benefit as part of their mission/use of profits), Social Enterprise initiatives commissioned or branded with businesses, and the rise of the Fourth Sector (a new way to think about and put a "Fourth Sector" leader or team in charge of combining and driving the best from Business, Government and NPs/NGOs in a specific mission;

3. increasingly "hot" debates in political forums and the public square on the proper role of NPs/NGOs in elections and policy advocacy, and
4. the current and further shift of traditional funding systems away from many NPs/NGOs due to new tax regimes, crowding out by Business Can, and/or politically-driven withdrawal of donor support.

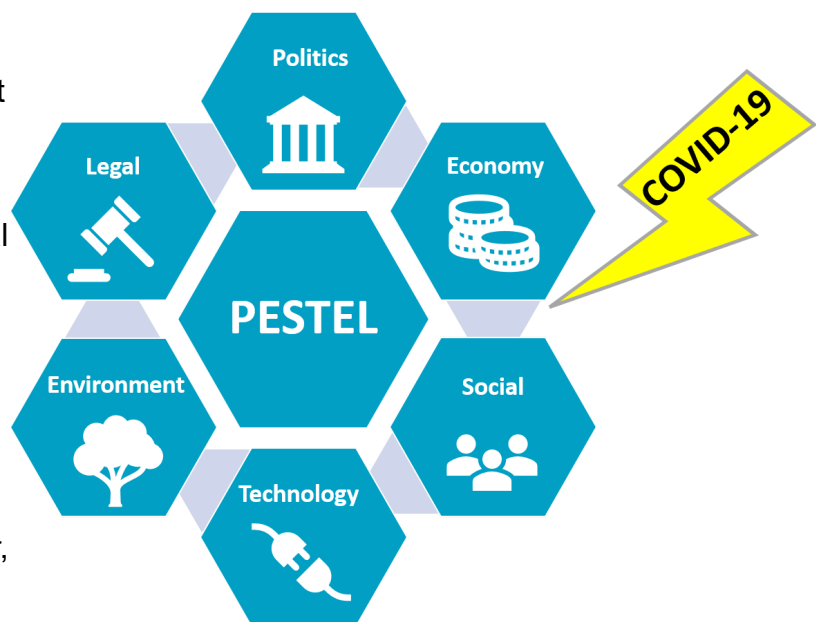
Those of you who have studied the PESTEL framework in prior classes or practice know the above list follows that analytical construct's concerns for the Political, Economic, Social, Technological, Environmental and Legal pressures that can upend any organization's otherwise stable state.

For the majority of this introductory course we will focus on the fundamentals in the Law, Management and Marketing of NPs/NGOs. However, once we are clear about the fundamentals, we will return to the 4

Megatrends listed above in the design of Final Assignment. It will ask you to bring your MBA smarts and skills to analyze how either a management or marketing leader in a NP/NGO might anticipate, follow and respond to one or more of these PESTEL points.

This in-depth introduction will provide an informative and long-lasting dashboard for further study and/or participation in these dynamic organizations and the larger context of possible form and role shifts.

And when we get to the Final Project, you will find there is plenty of room for smart, strategic and pragmatic leaders in this sector. Considering some of the most important missions NPs/NGOs have in our society, we need to expect no less.



Learning Objectives and Outcomes

After completing this class, the student will be able to

- Describe and analyze the organization and operation of Nonprofits (NPs) and Non-Governmental Organizations (NGOs).
- Identify and research the relevant laws and regulations governing NPs and NGOs.
- Define and propose possible solutions to the major management challenges of NPs and NGOs.
- Research and critique potential marketing strategies for NPs and NGOs
- Apply critical thinking and problem-solving strategies to the new challenges facing NPs and NGOs

These Learning Objectives and Outcomes correspond to those of the MBA Consortium on choice of business entity, accounting, finance and economics, management, marketing, and corporate social responsibly.

Required Course Materials

There is no textbook for this course. Readings include the course commentaries and selected articles, websites, videos, and audio files that are embedded in each commentary reading.

Course Topical Outline

- Week 1: Introducing the Law and Regulations Governing NPs and NGOs.
- Week 2: Understanding the Needs and Looking for Best Practices in the Management of NPs and NGOs
- Week 3: Identifying Trends and Challenges in the Marketing of NPs and NGOs
- Final Project: Addressing major PESTEL challenges currently facing NPs/NGOs

Assignments and Activities

In this course, you will be participating in discussions and creating a final project.

The final grade earned for this course will be based on the final percentage of points earned during the term from the following categories:

Item	Value
Discussion Participation	70%
Final Project	30%
Total	100%

A comprehensive list of all course activities is listed in the course calendar.

Final Grading Scale

Percentage	Consortium/UW-Parkside	UW-Oshkosh
93-100%	A	A
90-92.9%	A-	A-
87-89.9%	B+	B+
83-86.9%	B	B
80-82.9%	B-	B-
77-79.9%	C+	C+
73-76.9%	C	C
70-72.9%	C-	C
67-69.9%	D+	F
63-66.9%	D	F
60-62.9%	D-	F
0-59.9%	F	F

My Approach to Grading

Each of the weekly discussions and the individual Final Project (FP) assignment have a simple and easy-to-follow rubric. My assessment and resulting allocation of the point system from a high of 10 to a low of 1 are generally based on three measures:

1. Does the student show a thoughtful understanding and articulation of the key learning points in the unit/assignment?
2. Did the student add important insights and observations to our learning process and inspire as good or even better responses from our teammates?
3. Did the student add helpful online learning resources to our collective learning process?

I believe and anticipate each of you will score between 10 and 8 for each contribution in your postings/submission you make in this class. That means you will be headed for grade(s) between A and B-.

Extra Credit and "Redoing" Assignments

This is a very fast-paced course, and assignments are due every week. The syllabus is designed to build upon each week, and the assignments are chosen carefully to develop skills and build knowledge. It is important that you do a good job on all of the assignments and that you complete them on time. There is *no plan* for "extra credit" for this course, and students are not able to redo assignments. In only extraordinary circumstances will extra credit possibilities be granted. Even if allowed, my assessment of them will take into account the entirety of the circumstances and all the student's course work.

Excused Absence Policy

An absence will be considered excused or authorized according to the following institutional policies:

1. The student's home campus policy on excused absences will apply.
 - o [UW Oshkosh](https://www.uwosh.edu/registrar/policies/attendance-policy) [_\(https://www.uwosh.edu/registrar/policies/attendance-policy\)](https://www.uwosh.edu/registrar/policies/attendance-policy)
 - o [UW-Parkside](https://www.uwp.edu/learn/academiccatalog/2019-2021/upload/201921-ACADEMIC-CATALOG-082619.pdf) [_\(https://www.uwp.edu/learn/academiccatalog/2019-2021/upload/201921-ACADEMIC-CATALOG-082619.pdf\)](https://www.uwp.edu/learn/academiccatalog/2019-2021/upload/201921-ACADEMIC-CATALOG-082619.pdf) (see page 31)
2. UW MBA Consortium students will follow the [UW-Eau Claire Authorized Absence Policy](https://www.uwec.edu/kb/article/class-attendance-and-authorized-absence-policies/#authorized-absences). [_\(https://www.uwec.edu/kb/article/class-attendance-and-authorized-absence-policies/#authorized-absences\)](https://www.uwec.edu/kb/article/class-attendance-and-authorized-absence-policies/#authorized-absences)

If your absence falls into the excused absence category, please contact me as soon as possible. I may request that you provide documentation, and I may need time to make alternative assessments available to you.

Late Work Policy

Timely completion of all assignments is critical to student success in an accelerated graduate program such as the MBA program. Students should take assignment deadlines seriously and plan in advance to allocate sufficient time to meet deadlines (especially for the discussion questions). For written assignments, I may grant limited extensions of time for unexpected business, health, or personal emergencies beyond a student's control. In order to be granted such an extension, you must try to make the request in advance of the due date and support the request by a compelling rationale that would be

fair to others in the class. Any such extension will be for a specific period, not to exceed one week. For late submissions that have not been approved by the instructor (and for written assignments submitted after an extension due date) the penalty will be a 10 percent reduction in the grade for that assignment for each day that the assignment is late. No late work will be accepted for the final project, and no late work will be accepted after the final deadline (see course calendar) for the weekly discussions.

Discussion Guidelines and Rubric

In an online course, your grade in the class discussions is a function of your overall level of participation and the quality of your participation. You need to respect your fellow learning teammates by bringing a positive decorum and strong content to this process. Your posts should be substantive and challenging, without being overly judgmental. It is also expected that you will refrain from using slang or any inappropriate language. Finally, you should keep up with the messages by logging in and reviewing new postings frequently so you do not get behind.

Important: please do not approach this process as if you were "journaling." It is both easy and very disappointing for me to spot an MBA student sharing her/his thoughts in a casual, off-the-cuff, stream-of-consciousness style that seldom if ever incorporates, evaluates, and applies the readings, other learning resources, and our teammates' ideas, insights, and invitations to learn and grow together.

To meet the basic standards you must:

1. Post the required *first* comment(s) for each weekly discussion question(s) and respond to at least one classmate's postings for each weekly discussion question(s) per the deadlines noted in the calendar.
2. Separate at least two of your posts by one 24-hour period.

In addition, your posts must:

1. Be easy to understand, well formatted and contain a minimum of grammatical and spelling mistakes (I am not so strict on grammar and spelling, as I frequently make those mistakes. But a nicely formatted post is real plus).
2. Concisely communicate critical thinking about the topic. One-sentence answers are not sufficient. The average post is two relatively short paragraphs.
3. Connect unit material to life experiences
4. Connect unit material or to a referenced case study, article, or website; and elaborate. Examples include:
 1. a recent article or a commentary in a business press magazine, newspaper, foreign media
 2. studies, articles, or ideas from a leadership study think tank, leadership book, or speech by a leader
 3. an online video featuring one or more points of interest to the assignment
 4. a clearly written summary of a scene from a movie, the story from a song, or a similar reading from ancient or contemporary cultural/spiritual traditions and/or literature

5. Move the discussion forward.

Please note that additional learning resources or additional hard copy texts you access are different from online resources I have already supplied here, online. And just quoting an additional learning resource or an additional hard copy text does not show me that you really know what it means unless you connect to the theme of the week and the required readings from the textbooks. Doing that should be easy by showing me that you clearly understand how the key points in these learning resources connect to the unit, that you have skillfully integrated them into the discussion, and that your use of the additional learning resources moves the discussion forward.

Submitting initial posts after the due date (see course calendar) will result in a deduction of one rubric number for every 24-hour period that it is late. What would have been a 5 becomes a 4; then, a 3, and so on until you are at 0. NO postings for the discussions will be accepted beyond the final deadlines set in the course calendar. The purpose of each week's discussion assignment is to help our team learn the week's subject in an in-depth manner, each of us gaining from the other's postings. Late postings cannot help this exploration process.

Discussion Rubric

The evaluative process (i.e. rubric) for your discussion posts is represented by an ascending performance scale from 0 to 10.

10 is Excellent. The substance and presentation of your posts met the assignment requirements and added to our team learning with new or enriched analysis, observations, and/or thought questions.

8 is Very Good. The substance and presentation of your posts met the assignment requirements and showed you are growing in your understanding and application of the learning resources and the skill sets the class is designed to develop.

6 is Good. Solid effort but there is still need for improvement in either connecting the unit materials or in presentation skills.

You don't need to know what 4 or 2 represent because I don't expect anyone's posts to register lower than 6. However, if that happens, I will unhappily share what they mean.

0 is Zero. No postings for the week.

The rubric is a guide to your grade, but not "a grade" or "the grade" for your **Discussion** posts. It is only an evaluative/assessment scale for guiding me to "a grade" or "the grade."

Instructor's Expectations of Students

I expect you to be ready to participate in the course from the first day on. This means that you should be familiar with using Canvas, the course site; as well as having [completed your personal profile](https://community.canvaslms.com/docs/DOC-10628-4212710342) (<https://community.canvaslms.com/docs/DOC-10628-4212710342>), completed your [Introduction](#), and read everything under the Course Information Module.

I expect you to be involved in class discussions. Involvement means both quantity and quality of discussion postings.

I ask you to take your technical concerns to the course technical support staff. (You can contact UW System MBA Consortium Tech Support Staff at [BIZHelp@uwec.edu \(mailto:BIZHelp@uwec.edu\)](mailto:BIZHelp@uwec.edu)).

Based on my previous experience with online courses, I anticipate that you will spend two to four hours a week online to keep up with class discussions, assignments, etc. In addition to this, you will spend time reading the text and the articles, working on your paper, etc.

General Expectations

What does it mean to be a student in an online course? In many ways, taking an online course is like taking a face-to-face course. Both feature individual assignments and cooperative group projects. The instructor directs students through the activities, posting announcements, delivering materials, responding to questions, and grading assignments and exams.

The great benefit of being in an online course is that you can have direct, one-to-one communication with your instructor and fellow students at any time, rather than only during class or office hours.

Participation

1. You will be expected to do the same amount of homework you might do in a face-to-face class.
2. You will be asked to spend more time generating and participating in discussions with the instructor and the other students. These discussions, in which you will respond to the instructor's and other students' comments play a central role in the learning experience.
3. You will also participate in group assignments. Group members will rely on you to participate and contribute to these assignments.
4. You must be responsible for keeping up with the workload so that you can be an active participant in class discussions.

Unlike the situation in most face-to-face courses, where you can show up for class, listen to lectures, and perhaps not play an active role in discussion, the assignments in the online courses require your participation. If you do not keep up with reading and other homework, you will not be able to contribute meaningful, timely comments to the online discussions. Avoid this predicament by setting aside specific times each week for engaging in course participation activities, and stick to them. Otherwise, you may find you quickly fall behind in reading messages to which you need to respond.

How Often Will You Have to be Online?

A good rule of thumb is to log on at least once a day to check announcements and review online materials. How long you need to be online depends on the activities for that session.

Look at the schedule items to see when certain assignments are due and when discussions begin and end.

Flexibility is built into online courses. You can log on when it is convenient for you, but there are some things to consider:

1. Although online courses are asynchronous (people are not online at the same time), there are deadlines.
2. You are responsible for accessing the audio clips and other course materials. This includes getting the right software to view videos.
3. You will need to add to discussions and reply to other students' comments.
4. You will need to turn in assignments on time. Your presence in the course will be apparent only if you add to discussions and do online assignments. Also, as stated above, it is crucial that you keep up to date by reading all lecture materials and posted comments before participating in the online discussions.

My Role as Co-learner and Coach

In addition to being your co-learner as we go through our three week collaborative learning journey, I have the honor of being your coach by virtue of my 30+ years in this sector, including service as a lawyer, volunteer, executive, senior adviser, and donor. My hard earned wisdom is developed as much from mistakes as success. While providing many opportunities to "Do Good" -- or at least "better for awhile" -- for people and/or nature, this sector is much more complex than business and as difficult as government, yet without government's "power." Most of all, it makes a worthy effort to serve as a positive mediator between strangers in a world seeking something better. Let's see how we can add to that "something better" by learning more about NPs and NGOs.

Academic Conduct

To foster a productive learning environment, all students are required to accept and adhere to the Student Code of Conduct agreement in order to participate in this course.

Academic Integrity Policy

All class materials are the intellectual property of the instructor and may not be shared outside of this course (e.g., to commercial "study sites") without my permission.

Unless I specify otherwise, all work that you turn in to me should be an individual effort. The sentence structure, wording, and content for your assignments and discussions must be your original work.

Academically dishonest behaviors include (but may not be limited to) the following:



- Intentionally or unintentionally presenting someone else's ideas or words as your own, either as a direct quote or paraphrased or summarized material, without the proper citation. You can cite your sources in APA format.






- Submitting work that is identical to or so similar to that of another's in its wording, sentence structure, and content that it cannot be considered original.
- Plagiarizing yourself by submitting work for evaluation in this course that was previously graded or otherwise evaluated in another course. You can cite your previous work. If you want to use your previous work, contact me first.
- Making up data or citations.
- Helping someone else engage in academically dishonest behavior, including posting course materials online.
- Violating copyright laws. In some cases, citing a source is not sufficient; you also have to obtain permission from the original source for the materials you use. Likewise, if you use any materials from this course outside this course, you may need permission to use them (e.g., in your company's training manuals, publications, or style guides).
- Any investigation into any form of academic misconduct will result in a report to the dean of students and in student academic disciplinary sanctions as established by the UW System Board of Regents (UWS Chapter 14).

Accommodation for Students with Disabilities

In order to ensure that all of our students have equitable access to our online course materials, we strive to meet the guidelines set by Section 508 of the Rehabilitation Act, which requires the public to provide reasonable accommodations to individuals with disabilities when posting web-based materials. Canvas is [compliant with W3C's Web Accessibility Initiative](https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas) [_ \(https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas\)](https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas) and with [Section 508](https://www.section508.gov/) [_ \(https://www.section508.gov/\)](https://www.section508.gov/) guidelines. Additionally, Canvas was certified as a [substantially conformant LMS](https://webaim.org/services/certification/canvas) [_ \(https://webaim.org/services/certification/canvas\)](https://webaim.org/services/certification/canvas) by WebAIM, a third-party authority in web accessibility. If you find that course materials are not posted in a format that meets your needs, or you need testing accommodations, please contact Online Course Support at [BIZHelp@uwec.edu](mailto:bizhelp@uwec.edu) [_ \(mailto:bizhelp@uwec.edu\)](mailto:bizhelp@uwec.edu) and we will work with you to find a reasonable accommodation.

Course Summary:

Date	Details	Due
Mon Jan 3, 2022	 Complete the Student Code of Conduct _ (https://uws.instructure.com/calendar?event_id=836392&include_contexts=course_450842)	12am
Wed Jan 5, 2022	 Introductions	to do: 11:59pm

Date	Details	Due
	 Week 1 Commentary and Readings	to do: 11:59pm
Thu Jan 6, 2022	 Week 1 Discussion https://uws.instructure.com/courses/450842/assignments/4044179	due by 11:59pm
Fri Jan 7, 2022	 Week 1 discussion replies due	to do: 11:59pm
Wed Jan 12, 2022	 Week 2 Discussion https://uws.instructure.com/courses/450842/assignments/4044180	due by 11:59pm
	 Week 2 Commentary and Readings	to do: 11:59pm
Fri Jan 14, 2022	 Week 2 discussion replies due	to do: 11:59pm
Wed Jan 19, 2022	 Week 3 Discussion https://uws.instructure.com/courses/450842/assignments/4044181	due by 11:59pm
	 Week 3 Commentary and Readings	to do: 11:59pm
Fri Jan 21, 2022	 Final Project https://uws.instructure.com/courses/450842/assignments/4044183	due by 11:59pm
	 Week 3 discussion replies due	to do: 11:59pm
	 Final Course Evaluation	to do: 11:59pm
Mon Jan 24, 2022	 OPTIONAL Top 10 Websites Assignment https://uws.instructure.com/courses/450842/assignments/4044184	due by 11:59pm
	 Final Grade https://uws.instructure.com/courses/450842/assignments/4044182	