

Public and Non Profit Management
(PU EN AF 315) 11:00 T/R MAC 225
Fall 2006

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Office: MAC A 322
Office Hours: Mondays, 10:30 to 1:00
and other times by appointment

Introduction to the course

This course is about managing people in public and non-profit organizations. Understanding management requires that we look at the external constraints that make public and nonprofit organizations different from private ones (such as interplay between elected officials, donors, public policies and the bureaucracy). It also requires that we look at many of the internal constraints and managerial responsibilities that make public, private and non-profit organizations similar (such as motivating staff, planning for and responding to change, and being effective leaders). Both internal and external dimensions of public and nonprofit management are important elements of the class.

Another way to approach public and nonprofit management is to think of it as containing the “how-to” of implementing programs and running public or non-profit organizations. This course examines some ways to plan, organize, invigorate and analyze the work that you do as a manager. Whether you envision a career in public service or with a nonprofit organization, this class should give you tools that you need to understand how to manage effectively.

Nature of the course and learning objectives

The goal of the course is to help you become a better manager, by applying what you learn to real-life situations. This course contains lots of learning activities and few lectures. Everyone in the class is expected to participate in large and small group discussions, class exercises and in the class project. Only by participating will you be able to grow as a manager, to better understand the challenges involved, to empathize with your colleagues in organizations where you work. In short, this is a class where you learn how to manage by talking and doing—it’s not a class where you listen to me tell you what management is all about.

One part of the class will be to organize and develop the Steps to Make a Difference Walk on October 28. See the separate handout for more information.

Required reading

Three books are required for the course: Thomas Wolf, *Managing a Nonprofit Organization in the 21st Century* (Simon and Schuster, 1999); Steven Cohen and William Eimicke, *The Effective Public Manager: Achieving Success in a Changing Government* (Jossey-Bass, 2002); and Robert Watson, *Public Administration: Cases in Managerial Role-Playing* (Longman, 2002).

Additionally, students may want to access a public administration textbook. I recommend

Michael Milakovich and George Gordon, *Public Administration in America*, but any standard public administration text will do.

Recommended is John Bryson, *Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement* (Jossey-Bass, either edition) and Peter Drucker, *Managing the Non-Profit Organization: Principles and Practices*, (HarperCollins, 1990).

I may assign additional readings during the semester.

Evaluation

Four components form the basis of your grade in this upper-level writing emphasis course:

1. Three short papers that you submit to me during the semester. Each paper must be formatted as a one or two page, typed single-space memorandum, the standard way of professional organizational communication. Memos are carefully written (each word counts). Your memo should respond to any of the cases that we read in the Watson text. You should assume the role of the key decision-maker in the case (the role-play assignment). You should integrate course material into your memo as relevant and appropriate. **You are free to choose to write on the topics that are most interesting to you, but at least one memo should be completed by September 28, one memo should be completed by November 9, and one memo must be completed by December 14.** You may want to augment your memo with one or more attachments. Memos must be submitted to the D2L drop box by the due date.

Memos will be evaluated on the basis of four criteria; each criterion is equally weighted and is listed below. Does the memo:

1. demonstrate your understanding of the subject matter?
2. respond fully to the role-play assignment?
3. include appropriate analysis?
4. illustrate that it is well-written, carefully prepared, and free of grammatical errors?

Unless I approve of the delay in advance, late memos will be reduced by at least one letter grade. Each memo contributes 10 percent of the grade, for a total contribution of 30 percent.

2. Participation as a class discussion leader. One day during the semester, you will serve as class discussion leader for the week's reading material (either the Cohen and Eimicke or the Wolf text). Your role will be to extend the discussion beyond what is presented in the reading—coming up with innovative strategies to get people interested in the topic. You should *not* approach this as simply presenting an overview of the material. Instead, approach this assignment by asking the question, “What is the take-away message of the reading, and how can I expand upon it in meaningful and engaging ways?” You will sign up for one chapter of either Cohen and Eimicke or Wolf and be prepared to lead the discussion during the day/week assigned. You should also participate in class, since many class sessions employ a group discussion format. Be involved in both small group and large group discussions. To participate effectively, you should come to each session prepared. Regular attendance also contributes to

your participation grade. Occasionally, I will ask for minute papers or other short homework responses that demonstrate participation. Your evaluation, together with mine, will form the basis of the participation component, which is 20 percent of the grade.

3. Your participation in the Steps to Make a Difference Walk. You should participate in planning, organizing, leading, and evaluating the Walk. You will serve on a subcommittee, and be asked to assume responsibility for some part of the event. Regardless of your role, everyone is expected to provide feedback during the planning and debriefing phases of the event and to prepare a reflection paper that contains your evaluation of the event. Your paper should have the components: First, your assessment of whether the event was successful, and if so, what made it successful; second, your organizational recommendations for future fundraising events; third, your strategic recommendations. Your participation in the Walk, your work with the small group, and reflection paper contributes 25 percent of the grade. **Reflection paper is due by December 5.**

4. Completion of the “After Katrina” assignment. This assignment lets you integrate some of the material you’ve learned into an examination of the governmental OR nonprofit response to Hurricane Katrina and her aftermath. You should prepare a 4-7 page discussion (with references) that contains a description of the issue, the governmental or nonprofit response, and your recommendations. You’ll want to make several connections to the materials you’ve read in this course. Papers are evaluated on the basis of three criteria; each criterion is equally weighted and is listed below. Does the paper:

1. demonstrate your understanding of the subject matter?
2. include appropriate analysis and integration of course materials?
3. illustrate that it is well-written, carefully prepared, and free of grammatical errors?

To complete this assignment, you may want to access governmental or organizational reports, such as those from the U.S. Congress, available at <http://www.gpoaccess.gov/serialset/creports/katrina.html>, or Gulf Coast Reconstruction Watch, available at <http://www.reconstructionwatch.org/index.php?s=20>. This assignment contributes 25 percent of the grade. **The After Katrina assignment is due by December 19.**

Weekly course schedule

9/5	Introduction to the course :What does it mean to manage a nonprofit or public organization? Cohen & Eimicke, Chapter 1
9/12	Defining effective public and nonprofit management Wolf, Chapter 1; Cohen, Chapter 2 and 3
9/19	Watson, Introduction and Cases 1, 2, 16 and 19
9/26	Marketing nonprofit and public organizations Wolf, Chapters 5 & 8 ***First memo is due***
10/3	Making the human connection in nonprofit organizations

- Wolf, Chapters 2-4
- 10/10 Watson, Part II Introduction and Cases 5, 6, 8 and 15
- 10/17 Structuring systems, tasks and responsibilities
Watson, Part VI and Cases 17, 18, 20 & 21
- 10/24 Catch up and prepare for Walk
- 10/28 Steps to Make a Difference Walk begins at 10:00
(Be on campus by 9:30.)
- 10/31 Release time for participation in Walk (no class)
- 11/2 Making the human connection and organizational theory
Cohen Chapter 4 and 5
- 11/7 Understanding and applying innovation strategies
Cohen, Chapters 6 and 8; Watson Cases 22 & 23
Second memo due November 9
- 11/14 The budget process and planning
Cohen, Chapter 9 and 10; Watson, Cases 9-11
- 11/21 Release time for participation in Walk
No class on 11/23—Thanksgiving
- 11/28 Nonprofit budgets, planning and financial issues
Wolf Chapters 6, 7 and 9
- 12/5 Surviving and thriving in the public service
Cohen, Chapters 11 & 12
Walk reflection papers due
- 12/12 Ethics and Leadership
Wolf Chapters 10 & 11; Watson, Part IV and Cases 13 & 14
Third memo due December 14
- 12/19 ***After Katrina papers are due ***

As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office. Reasonable accommodations can be made unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.