HUMAN RESOURCE MANAGEMENT
IN NONPROFIT ORGANIZATIONS

Summer 2010
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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
The required books for the course are:


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**

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<th>Grade</th>
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<td>A+</td>
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<td>A</td>
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<td>D</td>
<td>63%</td>
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<tr>
<td>D-</td>
<td>60%</td>
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COURSE SCHEDULE AND ASSIGNMENTS

WEEK 1  Introduction and Overview (May 12-16)


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


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)


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


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


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)


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


*Group Discussion Forum 9: The Midvalley Recreation Department*

**WEEK 10** Leadership and Supervision (July 12-18)


*Group Discussion Forum 10: Leadership*

**Fifth written assignment due July 16**

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


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


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)
Academic Misconduct

Students are responsible for upholding and maintaining academic and professional honesty and integrity (IUPUI Code of Student Rights, Responsibilities, and Conduct, available at http://www.iupui.edu/code/, Part II Student Responsibilities, G).

Plagiarism is the most common academic misconduct violation, and some students, who have been disciplined for plagiarism, have said they were not aware that they had plagiarized their work. Be aware that ‘not knowing’ does not excuse academic misconduct – every student is responsible for knowing the rules. The IU School of Education’s ‘How to Recognize Plagiarism’ is an on-line tutorial that can help you avoid plagiarism. It can be accessed at http://www.indiana.edu/~istd/. If you have any questions about what constitutes academic misconduct for a course you are taking, be sure to ask the instructor for an explanation.

All faculty have the responsibility of fostering the “intellectual honesty as well as the intellectual development of students” and part of this responsibility means that faculty must investigate cases of potential academic misconduct promptly and thoroughly. Faculty members also have the responsibility of taking appropriate action when academic misconduct occurs. The penalties for academic misconduct include but are not limited to lowering a grade on an assignment, lowering a course grade, or failing a student for a course. Significant violations of the Code can result in expulsion from the University.

SPEA faculty take their responsibilities seriously and do not tolerate cheating, plagiarism, or any other form of academic misconduct. If you have not done so, you should read about your responsibilities in the IUPUI Code of Student Rights, Responsibilities, and Conduct to ensure that you understand what these terms mean and what penalties can be issued for academic misconduct.

The IUPUI Code of Student Rights, Responsibilities, and Conduct defines four areas of academic misconduct: cheating, fabrication, plagiarism, and interference. The prohibited activities and actions include the following:

1. Cheating. A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, including, but not limited to, the following:
   a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
   b. A student must not use another person as a substitute in the taking of an examination or quiz.
   c. A student must not steal examinations or other course materials.
   d. A student must not allow others to conduct research or to prepare work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.
   e. A student must not collaborate with other persons on a particular project and submit a copy of a written report which is represented explicitly or implicitly as the student's individual work.
f. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on field work.

g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.

h. A student must not alter a grade or score in any way.

2. **Fabrication.** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.

3. **Plagiarism.** A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

   a. Quotes another person's actual words, either oral or written;
   
   b. Paraphrases another person's words, either oral or written;
   
   c. Uses another person's idea, opinion, or theory; or
   
   d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

4. **Interference.**

   a. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

   b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

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**CIVILITY AND DISORDERLY CONDUCT**

SPEA, which is a professional school, expects students to conduct themselves in a courteous and civil manner in interactions with professors and fellow students. This requires each person to be courteous, tolerant, and respectful during interactions with one another in all interactions, including face-to-face interactions, e-mail, and telephone conversations. Examples of discourteous behavior during class include reading the newspaper, working crossword puzzles, listening to headphones, talking or laughing with other, arriving late, using computers to surf the web, allowing cell phones to ring or sending text messages, or other non-class activities. The use of language, tone, or gestures that are inappropriate or offensive is also discourteous. These behaviors are no acceptable, and SPEA faculty and staff will address these problems as they arise either in class or on an individual basis.

Disorderly conduct that interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be reported immediately to the Office of the Dean of Students for disposition, which may result in disciplinary action, including possible suspension and/or expulsion from the university. Students should read the *IUPUI Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at [http://www.iupui.edu/~sldweb/dos/](http://www.iupui.edu/~sldweb/dos/) in order to understand your responsibilities as a student.
Communication between Faculty and Students

In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current SPEA students to SPEA staff must originate from an Indiana University email account. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors’ preferences (Oncourse, Webmail, etc.). This policy applies to current students only. Instructions for forwarding your IUPUI email to another account can be found at http://uits.iu.edu/scripts/ose.cgi?berh.def.help.

Students Needing Support From Adaptive Educational Services

SPEA fully supports students who qualify for Adaptive Educational Services (AES) and encourages all students who believe they can benefit from supports such as additional time for exams or note-takers to contact AES. Students must present faculty with appropriate paperwork from AES if they wish to access suitable accommodations. Accommodations for exams must be processed through AES (see http://www.iupui.edu/~diversity/aes/)

Students Called to Active Duty

SPEA encourages any student who is in the Indiana Military Reserves and is called to active duty to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, but this request must be made within one week of being called to active duty. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please see the Office of the Registrar’s website at http://registrar.iupui.edu/activeduty.html.

Course Withdrawals

Students who stop attending class without properly withdrawing from the class will receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. Poor performance in a course is not grounds for a late withdrawal.

Withdrawal forms will not be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. See the Office of the Registrar’s website at http://registrar.iupui.edu/withdraw.html for more information. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.
## Withdrawal Deadlines

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<th>Course deleted from record, no grade assigned, 100% refund (Advisor signature IS NOT required)</th>
<th>Week 1 (last day)</th>
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<tbody>
<tr>
<td>Withdrawal with automatic grade of W (Advisor signature IS required)</td>
<td>Week 2–Week 7 (regular session) Week 2 – Week 3 (summer session)</td>
</tr>
<tr>
<td>Withdrawal with grade of W or F (Advisor and instructor signatures ARE required)</td>
<td>Week 8 – Week 12 (regular session) Week 3 – Week 4 (summer session)</td>
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### Incompletes

A grade of incomplete (I) indicates that a ‘substantial portion’ of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student’s work must be of passing quality, and the student must have completed 75% of the course requirements. **Poor performance in a course is not grounds for an incomplete.** SPEA follows the campus guidelines, which may be accessed at the Office of the Registrar’s website at [http://registrar.iupui.edu/incomp.html](http://registrar.iupui.edu/incomp.html), in awarding incompletes. Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an ‘F’ if the work is not completed within the allotted timeframe established by the instructor.

### Grade Changes

Under certain circumstances, students can seek grade changes for previously taken courses if they believe that a grade has been calculated or assigned incorrectly. A student who is seeking a grade change must first contact the instructor and ask for the grade change. In the event the instructor does not change the grade, the student can file a Change of Grade Petition with the Registrar’s Office. **In SPEA, a student has 90 days after the conclusion of a course to appeal a grade.** In cases of extenuating circumstances, SPEA may consider petitions filed after this date. SPEA will review the request and make a final decision on a case-by-case basis. The Change of Grade petition form is located at the Office of the Registrar’s website at [http://registrar.iupui.edu/grdfrm.html](http://registrar.iupui.edu/grdfrm.html).

### Final Exam Schedule

If a final exam is given, it must be held on the day and time set in the final exam schedule. If an instructor has changed the final exam date, the student should first consult with the instructor. Students who have more than three final exams in one day or insufficient time to get from one exam to another should consult with their instructors to resolve these conflicts. Exams may not be given in the week before the final exam week. If a student is not able to resolve a final exam problem with the instructor, the student may report the problem to the Director of Undergraduate or Graduate programs. See the Office of the Registrar’s website at [http://registrar.iupui.edu/accal.html](http://registrar.iupui.edu/accal.html) for the final exam week schedule.