

# PAUS 8223

## NONPROFIT HUMAN RESOURCES

Spring, 2009

Wednesdays 7:15 – 9:45 PM

505 Classroom South

CRN # 17165

Bill Kahnweiler, Learning Facilitator

You are responsible for understanding and being familiar with this entire syllabus.
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### **COMMUNICATION**

Call 404/413-0125, e-mail [wkahnweiler@gsu.edu](mailto:wkahnweiler@gsu.edu) or see me in class to schedule an appointment or communicate with me outside of class. I am usually able to respond within one day. *Please use your GSU student email account when sending me an email. Otherwise, your message will end up in my junk/spam folder and not be read.*

### **CATALOG DESCRIPTION**

The purpose of this course is to examine the theoretical and practical aspects of managing paid and voluntary human resources in nonprofit organizations. The course reviews basic issues in nonprofit human resource management, including recruitment, retention and compensation, and explores several specialized issues, such as performance, motivation, diversity, and conflict management. The course also reviews theory and recent research on attracting, motivating, and managing volunteers. Finally, the course explores emerging trends in nonprofit human resources, including the effects of recent public policy changes on the nonprofit labor force. 3.000 Credit Hours

### **COURSE LEARNING OUTCOMES**

Upon completion of this course, students will be able to:

1. explain why a nonprofit organization's ability to manage its human resources strategically is critical to its current and future success.
2. analyze key trends in the nonprofit sector that impact the effective design and delivery of human resource systems, programs, and policies.
3. describe the fundamental purposes of various human resource practices in nonprofit organizations and the core processes used to achieve these purposes.
4. understand the general frameworks used to design, implement, and evaluate human resource interventions in nonprofit organizations effectively.

5. examine the challenges and opportunities facing nonprofit organizations in attracting, motivating, and retaining volunteers.
6. identify an HR practice or process of particular interest and then investigate its effective application in nonprofit organizations.
7. examine some of the key challenges nonprofit organizations are likely to face in the future and how their HR systems and practices can assist in addressing these challenges successfully.
8. display willingness to share experiences, insights, opinions, and questions in ways that contribute to the learning of fellow classmates.
9. assume responsibility for their learning through such means as deciding the nonprofit HR issues in which to devote intensive study.
10. display willingness to give and receive feedback to/from the instructor and other students in a helpful manner.
11. express their thoughts, opinions, ideas, facts, and insights clearly and thoughtfully in both oral and written formats.

In order to achieve these outcomes, students will be expected to demonstrate the following:

- a) effective written and oral communication skills
- b) independent and critical thinking
- c) intellectual curiosity
- d) willingness to learn ideas and perspectives that may contradict their assumptions

### **REQUIRED COURSE MATERIALS**

Pynes, J.E. (2004). *Human resources management for public and nonprofit organizations* (2<sup>nd</sup> edition). San Francisco: Jossey-Bass

6 Book Chapters (available on the course ULearn page):

Herman, R. D., & Associates (2005). *The Jossey-Bass handbook of nonprofit leadership and management* (2<sup>nd</sup> edition). San Francisco: Jossey-Bass. Chapters by McCurley, Brudney, Watson & Abzug, Day, and Macduff.

Powell, W.W., & Steinberg, R. (2006). *The non-profit sector: A research handbook*. New Haven, CT: Yale University Press. Chapter by Leete.

### **COURSE OVERVIEW**

Investments in and costs of human resources comprise at least 70% of most nonprofit

organizations' operating budgets; many devote about 90% of their available funds to various "people investments and expenses." From this standpoint alone, the effective management of human resources in nonprofits has strategic importance. In addition, since many nonprofits exist to serve, educate, heal, assist, and enlighten people, how they manage their own human capacities has profound effects on if and how well they can achieve their core missions.

This course will introduce students to the major strategies, tools, processes, and practices of effective human resource management in nonprofit organizations. The overall goal of the course is to provide students with an understanding of the key challenges and opportunities nonprofits face in attracting, selecting, hiring, motivating, developing, leading, and retaining their human resources. This includes both paid and volunteer staff spanning all organizational levels and functions.

While we will spend a considerable amount of time exploring the fundamental processes involved in nonprofit HR (for example, recruiting, staffing, performance management, compensation, benefits, labor relations, training and development, and volunteerism), the strategic importance of effective HR management will be a theme that is emphasized throughout the course. That is, HR will be viewed as a critical function in nonprofits rather than the more traditional and outdated perspective that assumes HR is basically quasi-clerical work performed by minimally competent people.

We will also view nonprofit human resource management as a key accountability of both HR professionals and managers. Thus, this course is relevant to current and aspiring managers in the nonprofit sector as well those students who are currently HR professionals or are considering HR as a career option.

I intend to strike a balance between theory and practice in this course. As Kurt Lewin, a noted social and organizational behavioral scientist put it, "There is nothing as practical as a good theory." Theories and models can help guide not only our thinking but also our decisions and actions as we try and navigate the maze of nonprofit human resource challenges. Thus, we will study concepts while also seeing how they can be applied effectively throughout the nonprofit landscape.

### **ASSUMPTIONS**

The ways I design and conduct classes at Georgia State reflect a number of assumptions and biases I have about teaching, learning, and human behavior. One of them is that I am not aware of all the assumptions and biases I carry around. Another is that you should be aware of the ones that I know about which may be relevant to you as a student in this class. These are:

- You are adults. That means, among other things, that you are responsible for your own learning. I am responsible for creating a climate that is conducive to this.
- People, including adults, learn most effectively in different ways. This requires that the instructor (I prefer the term "learning climate creator" or "facilitator" but will use "instructor"

throughout this syllabus) should provide a variety of learning methods.

- Adults can function effectively as both learners and instructors.
- Most real, durable learning is accomplished by self-motivated people, i.e., those who want to learn. Instructors are accountable for helping people stimulate and satisfy human beings' natural desire to learn; instructors cannot motivate students, per se.
- Valuable learning and growth carry price tags--among them are some discomfort, ambiguity, and confusion as well as excitement.
- In most learning situations, people get what they deserve and deserve what they get.
- Adults will go to extraordinary lengths to accomplish learning objectives if those objectives are relevant and meaningful to them.
- Adults will sometimes act like children. At times, some university-level instructors reinforce this. They can even model it.

This listing is by no means exhaustive (this is a fact, not an assumption). However, it hopefully gives you a general sense of "where I am coming from." More detailed expectations appear in subsequent parts of this syllabus.

### **GENERAL EXPECTATIONS**

I will need to draw upon the collective wisdom, ideas, and experiences of all of us to meet the objectives of the course. This includes those of you who have had limited or no exposure to the field of nonprofit human resources. The "I do not have an idea since I have no management and HR experience" is, to me, an excuse rather than a plausible explanation for not participating in the teaching and learning process. Every one of us can be instructors and learners in this course.

I thus expect high levels of involvement and commitment both in and out of the classroom. This translates into active participation in class discussions and activities, being well prepared for each class, completing assignments on time and in a thoughtful manner, and a willingness to learn from each other. Effective nonprofit HR practice incorporates few absolute truths. However, I am absolutely certain and can guarantee that what you gain from this course will be directly proportional to what you put into it.

I believe I have high standards. Most students I have worked with share that belief. I try to execute those standards in a caring manner. The quality of your education is of utmost importance to me and I do what I can to contribute to it. My expecting top quality work is congruent with the belief that you are capable of delivering it. I would hope your expectations of me would also be high and attainable.

Aligned with this philosophy is my intent to provide timely, relevant, and useful feedback on

your performance. If you think you are not receiving this, ask for it. I would appreciate ongoing feedback from you so that I can consider doing something differently that might be more helpful to you before the course is over.

I have over 35 years in the HR business--as a training and development manager for a Fortune 500 corporation, as a consultant in a large, international HR management consulting firm, and as an entrepreneur running my own HRM consulting business. By all means, exploit whatever I might have learned from those labors (even if it is in hindsight!) to amplify your own education. I urge students to inquire about current research conducted by others and me. At the same time, do not assume the instructor is the sole or even primary source of knowledge in the room.

Some students seem to have a difficult time with this notion of dual roles so I will repeat it: I expect all of us (myself included) to assume responsibility for instructing and learning. To facilitate this, I expect us to be open to diverse viewpoints and convey mutual respect to those who hold positions contrary to our own. People will learn quickly to withdraw or attack if the outcome of being authentic is some form of punishment or critical judgment on a personal level. A university classroom ought to be a place where frank and open exchanges are the norm. This has been the customary climate in my other classes. However, if for any reason you feel reticent to be honest in this class, please bring it to my attention. I would want to do something about that immediately.

In light of one of the above assumptions about adult learning, I will use a variety of methods in the course. These include participative discussions, role-plays, field interviews, library research, and student presentations. Lectures, if given at all, will be relatively brief. I guess that reflects another assumption of mine--i.e., adults generally do not absorb nor retain material when they assume a passive learning role.

I expect you to actively participate in this course, which means much more than showing up to class. A high degree of quality interaction between students and the instructor and among students will result in more effective learning and a more exciting, dynamic classroom environment for all of us. I will do all I can to contribute to your involvement and success in this course, but I cannot do this alone. I am asking you to meet me half way. Making thoughtful inquiries, disagreeing with each other constructively, and being open to diverse viewpoints will be encouraged. If you expect this course to be one in which you can learn passively and simply regurgitate back to me what you have heard and read, then you will either be disappointed, frustrated, angry, or all three.

As "consumers" of education, you have every right to have certain expectations of me. First and foremost, I have a strong commitment to create a climate that fosters your achieving the objectives of the course. You are ultimately responsible for the achieving piece. I am responsible for helping you get there. You can also expect me to listen to your ideas, concerns, and questions and to respond thoughtfully. I also strongly believe there should be no significant surprises come final grade time, so you should expect ongoing feedback on your performance. I am keenly interested in your success and wish to demonstrate this through my actions.

### **GROUND RULES FOR IN-CLASS BEHAVIOR**

- Turn off cell phones, Blackberries, Treos, laptops, and all other electronic devices.
- Only one person should be speaking at a time throughout a class session. No “side conversations.”
- Treat what others express in this class as confidential.
- Discuss personal matters/concerns with me in private. I will not discuss these with you in front of other people. It is up to you to make arrangements for this.
- If I observe disruptive behavior (for example, talking while we are having a class discussion, trying to speak with me when I am speaking to someone else first, sending text messages, checking email, etc.) I will ask you to stop. If the behavior continues, I will ask you to leave the classroom for the remainder of the class session.

Failure to abide by these rules will affect my evaluation of your participation/involvement performance in the course.

### **GROUND RULES FOR ATTENDANCE AND CLASS PARTICIPATION**

Attending every class session is expected.

Showing up to each class session on time is expected. I intend to lock the door to the classroom at 7:15 PM. If you arrive after this, please do not knock on the door as this will be disruptive. You will simply be marked absent on such occasions.

Remaining in class until a session is over is expected.

Absences which are potentially excusable include your having a serious illness or a loved one having a serious illness or worse. I consider such matters on a case-by-case basis. It is up to you to initiate a discussion of these matters with me on a timely basis. Telling me at the end of a semester that a family member was seriously ill a month earlier is not timely.

I will likely understand and will not excuse your being absent or leaving early for reasons such as work commitments, sick child, traffic, needing to meet someone at the airport, needing to study for another course, etc. Your telling me ahead of time you will not be in class, will show up late, or will be leaving early for these and similar reasons will not change the fact that you were absent, late, or left early and your attendance record will reflect these facts.

As stated elsewhere in this syllabus, you should not assume that if your rear end is in a seat for 15 weeks despite your brain being elsewhere for most of those 15 weeks will earn you an “A” for your participation grade.

Behaviors which reflect well on your class participation include and are not limited to taking an active role in class discussions and other activities, raising thoughtful questions, making

thoughtful comments, displaying intellectual curiosity, questioning my points of view/debating with me, sharing your own experiences that pertain to the issue we are discussing, asking other students questions or asking them to elaborate on a comment they made, teaching other students or otherwise helping them to think, teaching me or otherwise helping me to think, raising controversial issues in an effective way, listening to others, and showing respect to diverse viewpoints, especially when you vehemently disagree with those viewpoints.

I will not take time to inform you of what you missed in a class, should you not attend or leave early. You are welcome to ask other students about these things but they are not obligated to help you.

Any significant changes in the course, such as the nature, scope, and/or due dates of assignments, will be extremely rare and will be announced in class should they become necessary, with ample lead time for students to re-adjust their planning to complete course requirements. Likewise, if I choose to cancel one or more class sessions, I will announce these in a class before a cancelled class. If you are not in class when these changes are announced, that is your issue, not mine. In other words, I will not take responsibility to notify students about any changes if they were absent when such changes were announced.

## **DELIVERABLES**

### **1) Reactions and Contributions Paper**

Read 3 articles pertaining to nonprofit human resources that interest you. These articles should be published in a refereed journal (e.g., Nonprofit Management and Leadership, Public Administration Review, Human Resource Management Review) or one which is read by thoughtful practitioners (e.g., Organizational Dynamics, Harvard Business Review). In other words, avoid magazines on display at the grocery check out counter and generic websites such as about.com and Wikipedia. Ask me if you are not sure if a particular publication or internet resource is acceptable or not.

For each article, write a brief (no more than 2 double-spaced pages using 12-point font for each of the 3 articles) summary of your reactions (positive and negative) and the contribution (or lack thereof) of the article to the practice of effective human resource management in nonprofit organizations. These are NOT abstracts of article content. Use APA or similar style to reference the article (author, article and journal titles, date, and page numbers). Make copies of your summary and disseminate to all class members on the due date. Be prepared to give a brief verbal summary of your findings during this class meeting.

### **2) Research Paper**

Choose a topic pertaining to nonprofit human resources that you want to learn more about. Many diverse possibilities exist, so be guided primarily by what intrigues you. A sample of possible topics appears on the last page of this syllabus. If in doubt, run your ideas by me for my reaction.

Research the topic based on recent (i.e., no more than 10 years old) journal readings and non-

generic Internet-based resources. Wikipedia as source material is prohibited.

Prepare an executive summary (no more than 5 double-spaced typed pages of text, 12-point font) of your key findings. The key findings of your research should include, at minimum, the following:

- The major issue, concept, and/or problem addressed.
- The key findings you discovered in your research. What does the literature inform us about the issue, concept, and/or problem? What can we say we know about this topic?
- What gaps in our knowledge of the topic still exist? What questions still need to be addressed in future research?
- What are the key implications for practice gleaned from the literature? What does your research suggest that nonprofits do to enhance their effective management of people? What do nonprofits need to consider when facing the issue, concern, or problem that you studied?

One way to approach this assignment is to imagine a client or boss asks you to “go find out about what is going on with \_\_\_\_\_ (your chosen topic) and give me a summary of what you found. I want a handle on what is being done, how it’s being done, and why it’s being done before I decide if and how we will address that issue in our organization.”

Contact Susan Smith (404/413-2871 or [ssmith142@gsu.edu](mailto:ssmith142@gsu.edu)), the Andrew Young School of Policy Studies’ Library Liaison, for assistance in locating relevant literature. See me after consulting with Susan if you need more assistance.

This assignment may sound easier than it could be. Distilling key findings from researching literature into no more than 5 pages will likely take some effort and thought.

Include your references on a separate sheet (this is in addition to the 5 page limit of text). Use in-text citations so I can decipher where exactly in your paper you drew upon others’ work.

Make copies of your executive summary and distribute to all class members the night this assignment is due.

### 3) **HR proposal presentation**

Prepare for and present a proposal (or part of it) for some sort of HR intervention in a nonprofit organization. Choose past or current employers or another organization with which you are familiar. The intervention should be based on some perceived or real need in the organization. It can take many forms--for example, modification of an existing program, creation of a new program, conducting an in-depth needs assessment, evaluating the effectiveness of an existing HR process, etc. The form of the intervention itself is less important than its being based on a compelling need of a nonprofit organization and the effective packaging of what you are offering.

Assume that the recipient of your proposal is an executive director, the board, a committee of the

board, or some combination of these people who will make the go/no go decision. You may organize your proposal in any way you think will get the job done. Be sure to include at least the following:

- \*Organization & target group(s) background information (e.g., mission, size, key internal and external challenges)
- \*Needs (of the organization and individuals in it)
- \*Goals (broad objectives)
- \*Objectives (more specific desired outcomes)
- \*Strategies (methods used to achieve the above goals and objectives)
- \*Timetable
- \*Benefits
- \*Risks
- \*Costs/Budget
- \*Evaluation Plan

I **strongly** recommend that you interview one or more managers, executives, and/or HR professionals who deal with the key issues addressed in your proposal (for example, if you propose a new pay system, you should interview one or more people employed in a nonprofit who have experience in designing and/or managing one or more pay systems in that nonprofit). At the least, this will allow you to "reality test" the quality and feasibility of your proposal. For those who have little or no HR experience, this interview should be particularly helpful in formulating and refining your ideas.

You will present your proposal to the class as if we were the decision makers. Insure that groups and individuals can not be identified. Protecting their anonymity is your ethical responsibility. Your set up of the scenario, your presentation, and time for Q & A will probably not exceed 45-60 minutes (I can be more definitive once I know how many people are in the class). You therefore need to be thoughtful when preparing this assignment. You may not have time to cover every aspect of your proposal but you need to be prepared to do so. If you don't get through every aspect, that's OK. The purpose of this exercise is to give you practice articulating your ideas persuasively and to learn from it in a "low stakes" context (i.e., pitching proposals "out there" is pass/fail and very often results in the latter). Your peers and I will evaluate these presentations.

Some class time will be devoted to small group work on your proposals before this deliverable is due.

Since this course relies on all of us to teach as well as learn, the art of giving and receiving feedback is an important component. Refer to the handout on these skills throughout the semester.

## **EVALUATION**

I cannot offer you complete objectivity in my evaluations. If anyone has any clues as to how one human being can evaluate another's performance in a totally objective fashion, please let me

know. My intent is to always be fair. You may or may not agree with my assessments. You may think I am being unfair or unreasonable. My aim is mutual understanding of our respective judgments and the basis for them and not on our agreeing with one another.

**PLEASE DOUBLE-SPACE ALL WRITTEN WORK.** It will be evaluated on style and substance. Awkward phrasing, poor grammar, spelling errors, misused words, and the like detract from your impact and will affect grades. Lucid, organized expression is expected. Most of us mere mortals need to re-write the first re-write at minimum, i.e., 2 re-writes of a draft. Oral presentations are evaluated on enthusiasm, poise, and ability to engage your audience, among other criteria. *Refer to the handouts on ULearn that contain the dimensions, criteria, and standards I use for grading. Ask me questions if need be.*

The final grade is determined by the weighted average of grades on the following:

- |                                    |       |
|------------------------------------|-------|
| 1. Reactions & Contributions Paper | = 20% |
| 2. Research Paper                  | = 30% |
| 3. Proposal Presentation           | = 25% |
| 4. Participation/Involvement       | = 25% |

The relative weights are intended to convey that all deliverables and your participation/involvement are important in determining your final grade for the course. Letting any one of them "slide" will affect your overall evaluation and final grade. The math works out that way.

### **TENTATIVE SCHEDULE** (subject to change)

#### Jan 7

Introductions/Housekeeping/Expectations/Overview

#### Jan 14

Discuss article on professor-student relationships, syllabus, and handouts  
HRM as a strategic resource in nonprofit organizations: Pynes Chapter 1

#### Jan 21

HRM as a strategic resource (continued): Pynes Chapter 2 and Leete Chapter

#### January 28

Knowing and complying with nonprofit HR legalities: Pynes Chapter 4

### **R & C papers due**

#### February 4

Building, maintaining, and valuing a diverse nonprofit workforce: Pynes Chapter 5

February 11

Finding, attracting, managing, leading, retaining, and nurturing a critical nonprofit resource →  
Volunteers: Pynes Chapter 6, Brudney and McCurley Chapters

February 18

Conducting nonprofit job analyses for various purposes: Pynes Chapter 7  
Leave open for guest speaker

February 25

Recruiting and selecting talent: Pynes Chapter 8 and Watson & Abzug Chapter

NO CLASS MARCH 4

March 11

Managing, appraising, and improving employee performance: Pynes Chapter 9

**Research papers due**March 18

Rewarding, retaining, and motivating the workforce through pay and noncash compensation:  
Pynes Chapter 10 and Day Chapter

March 25

Developing talent: Pynes Chapter 12 and Macduff Chapter  
Discuss proposal assignment

April 1

Working effectively with unions: Pynes Chapter 13  
Leave open for guest speaker  
Discuss proposal assignment

April 8**Student Presentations**April 15**Student Presentations**April 22**Student Presentations**

Course wrap-up activities

**This document provides a broad overview of the course. If deviations are deemed necessary, students will be so informed in as timely a manner as possible.**

### **ADDITIONAL CONSIDERATIONS**

My own career (9 jobs and 4 occupations in 36 years) and life experiences have taught me much, and I likely am not aware of many other lessons that have been presented to me. One thing I have learned is that learning can be an exhilarating and painful process. In retrospect, much of what has made learning worthwhile for me and others who have crossed my path are: a willingness to work hard, having some tolerance for ambiguity, possessing the courage to learn about and be oneself, trying to be as mature as 1/2 one's chronological age, a willingness to step out of one's comfort zone now and then, and maintaining a sense of humor.

It also seems important to ask for help and accept any annoyances or anxieties as they arise rather than deny, intellectualize, or minimize their existence. I learned, and continue to learn, all these things in real hard ways. Perhaps you can learn from some of my past mistakes. Feel free to ask me about them, for I have made many and likely continue to make at least 20 a day. Learn from your own mistakes as well. They are great teachers if we have a little willingness to be teachable.

In terms of learning from classes/formal education, it has taken me decades to realize some of the things I learned in school. I have also changed my mind about what I really learned in school and the value I have attributed to what I really learned. Often what I eventually realized I had learned had nothing to do with the subject matter of a course.

You may leave this course having more questions than answers, being more confused than enlightened, and feeling like you learned little of value. If so, just be open to a possibility, however remote it might seem now, that at some time down the road you may realize you actually did learn a few things from this experience that you were sure you didn't learn or did not even think about consciously when the course took place.

## **PMAP Department Computer Policy**

The following computer policy is now in effect for PMAP. Our department policy is similar to the one that is now in effect for the entire university.

- All students in the Department of Public Management and Policy must have access to a computer, and any course offered by the department may require computer-based work.

- Student computers must provide access to at least one e-mail account and the World Wide Web.
- Students are also required to have access to Microsoft Office (including Word, Excel, and PowerPoint) and a current version of the Microsoft Explorer Browser. The Netscape browser is acceptable if it is configured to allow On-line access to Word and PowerPoint files.
- We encourage students to have access to their own computers at home or at work, but the university does have computers available in GSU open-access labs.

## **Academic Integrity**

I will not tolerate academic dishonesty, including but not limited to cheating and plagiarism. If you are unsure about what does and does not constitute plagiarism and other forms of academic dishonesty, carefully read the pertinent portions of the GSU Student Handbook and/or GSU Graduate or Undergraduate catalog (both are available on the web) as well as consult with me for guidance. You are ultimately responsible for understanding what plagiarism is and avoiding engaging in it.

The following is from a portion of the GSU Student Handbook:

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the summarizing of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

Plagiarism and other forms of academic dishonesty will result in an "F" on the assignment in question. Per university, college, and department policies, students found guilty of academic dishonesty can also receive an "F" for the entire course as well as be suspended or expelled from Georgia State University.

### Miscellaneous

The documents in the "Handouts" section on the course ULearn page provide specifics concerning my expectations for student writing, the criteria and standards I use to judge student performance, my policy on submitting assignments after pre-announced deadlines, and other issues. Students are responsible for reading and understanding all of these documents no later than the 2<sup>nd</sup> week of the semester.

### Sample Topics for Research Papers

This list contains a very small sample of possible topics for your research papers. I am providing it to help those of you who may need a “jump start” to think about and decide on a topic. In no way is this list exhaustive nor should you feel compelled to choose one of these or something that is even remotely related to one on this list. I want each of you to pick a topic that really interests you and that you want to learn more about. I can just about guarantee that you will get more out of this assignment and perform better on it if your interest level in the topic is high.

You may wish to investigate a topic within a specific nonprofit sub-sector (e.g., health care, social services, the arts), a specific group of people (e.g., executives, volunteers, managers, supervisors, entry-level employees, mid-career professionals), or both.

- Selection tools (e.g., behavioral interviewing, assessment centers)
- Recruiting volunteers
- Creating a high performance culture
- Job enrichment
- Fast tracking for high potential employees and/or managers
- Succession planning
- Core competency assessments
- Work-family initiatives
- Affirmative action
- Cost-effective management development strategies
- Identifying and developing tomorrow’s nonprofit leaders
- Formal and informal mentoring programs
- Valuing diversity efforts

- Performance planning/management
- Trends in nonprofit executive compensation
- Controversies in nonprofit executive compensation
- Strategic benefits planning
- Designing effective performance appraisal systems
- Job rotation
- Cross-training
- Self-directed teams
- Onboarding/Orientation/acclimation/programs
- Managing the tension between paid and volunteer staff
- Working effectively with the board
- External training and education programs
- Coaching
- Maximizing employee involvement in decision making
- Retaining talent when promotional opportunities are few
- Allocating work between volunteers and paid staff effectively
- Non-monetary rewards to attract and retain talent
- Creating compensation vehicles other than base salary systems
- Innovative workforce planning practices