

Human Resource Management for Nonprofits (3 credits)
FYCS 6026 – Summer 2025

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Office Hours Mondays and Wednesdays 2:00 PM-4:00 PM EST, Also available by appointment via www.calendly.com/drkimwiley

Class Meetings: Optional class meet-up on Mondays, 7:00 PM - 8:00 PM EST at ufl.zoom.us/my/drkimwiley

Course Description

This course analyzes core nonprofit human resource management functions including recruitment, selection, performance management, labor relations, volunteer management, compensation, and training, for effective nonprofit management. Experiential exercises are used to simulate situations and issues that managers face in nonprofit organizations.

Course Introduction

Nonprofit organizations, like business and government, must rely on effective human resource management for their long-term success. However, unlike the other sectors, those who are attracted to nonprofit organizations are motivated in fundamentally 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. The intent of this course is to a) provide students with knowledge and skills related to managing paid and unpaid staff in a nonprofit organization, and b) introduce students to the opportunities and challenges of human resource management in complex social contexts.

Course Format & Expectations

This class uses readings, online discussion, and individual assignments. Students are expected to participate in class discussion boards, to dedicate time to course readings, and to bring a sincere curiosity to the material.

E-Learning

Class material, announcements, and resources will be available online via Canvas. All students are expected to check Canvas regularly: <http://lss.at.ufl.edu>

Course Objectives

During this course, students will learn how to:

1. Identify concepts, definitions, and approaches in human resource management.
2. Explain what is unique about human resource management in the nonprofit sector compared to other sectors.
3. Apply knowledge of human resource management in a nonprofit setting through developing a systematic approach to managing paid and unpaid staff.
4. Practice the skills necessary to accomplish the goals and objectives of a nonprofit organization by strategically planning for, involving and evaluating the human resources of an organization.
5. Assess the value of implementing artificial intelligence tools to solve human resource management problems

Required Readings

Pynes, J. (2013). *Human Resources Management for Public and Nonprofit Organizations: A Strategic Approach (4th Edition)*. Jossey-Bass.

Additional readings will be provided on Canvas.

Suggested Readings

The Nonprofit Quarterly: www.nonprofitquarterly.org (subscribe to free daily newsfeed)

Course Outline

Module 1:	Introduction of Human Resource Management
Module 2:	Job Analysis
Module 3:	Employee Compensation and Benefits
Module 4:	Employee Recruitment and Selection
Module 5:	Employee Orientation, Training, and Performance Management
Module 6:	Volunteer Management

Assignments

Details about these assignments, including grading rubrics, can be found on the course website.

Assignment group weight	Assignment group
40%	Reading Quizzes (6 quizzes)
30%	Comprehensive Job Plan and Component (3 drafts)
20%	Case Study Memo (2 memos)
10%	Start Here Unit (Syllabus quiz, course introduction)
-	For PhD students only: Mock qualifying exam question
100%	

Grading

This syllabus is subject to change. Please review the course website regularly.

Grading Scale: Letter Grade	Points
A	950+
A-	900-949
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
E	<600

For information on current UF policies for assigning grade points, please visit:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course Calendar

Modules	Assignments Due
Unit 0: Getting Started	Syllabus quiz Introduce yourself to the class on the discussion board
Unit 1: Introduction to Human Resource Management in Nonprofits	Reading Quiz 1 Position Selection for Job Plan
Unit 2: Job Analysis	Reading Quiz 2 Comprehensive Job Plan First Draft
Unit 3: Employee Compensation, and Benefits	Reading Quiz 3 Comprehensive Job Plan Second Draft
Unit 4: Employee Recruitment and Selection	Reading Quiz 4 Comprehensive Job Plan Final Draft
Unit 5: Employee Orientation, Training, and Performance Management	Reading Quiz 5 Case Study Memo – Post to Discussion Board Case Study Memo Replies – Follow Up Posts on Discussion Board
Unit 6: Volunteer Management	Reading Quiz 6 Case Study Memo – Post to Discussion Board Case Study Memo Replies – Follow Up Posts on Discussion Board PhD Students

Course Activities

This syllabus is subject to change. Please review the course website regularly.

Reading quizzes

Students will complete weekly reading quizzes. The quizzes are open book and open note. To prepare, students should read and synthesize the readings in order to assess where the readings overlap, complement, or contradict each other. The quizzes questions are multiple choice, ordering, matching, and categorizing. Some questions are scenario-based. The quizzes should take no more than one hour. Students may take the quizzes whenever they would like, but once the timer starts, they will have two hours to complete the quiz. Students are expected to work independently without the help of AI or classmates. The quizzes are automatically graded by Canvas.

Comprehensive Job Plan

Students will work with Navigator, CoPilot, or ChatGPT to create a comprehensive job plan that will include a) a plan to conduct a job analysis, b) a formal job description, c) a recruitment plan, d) an interview guide and scoring matrix, and e) an evaluation template. Instructions and templates are available on the course website (See “Project: Comprehensive Job Plan” link on the Home Page). Students will learn to leverage artificial intelligence tools to develop the job plan components in Unit 2 and then modify their chatbot prompts and the document to create a thorough, usable, and evidence-based plan.

Case Study Memos

In Units 5 and 6, students will be given a human resource case study to analyze and develop an action plan. These cases are based on real-world experiences.

The rubric for this assignment is located on Canvas in the assignments.

Guidelines for Drafting Case Study Memos: Imagine you are a senior leader (e.g., Executive Director, Human Resource Director, or Board Member) and this scenario occurred in your agency. You need to address this issue with your board and your human resource director at an upcoming board meeting. Draft a 3-paragraph memo to your board and HR director that addresses these questions:

- What is the problem and what are the ramifications for the organization? Articulate the problem as succinctly as possible, distilling it down to the essence. Identify as many types of ramifications (financial, legal, ethical, political, etc.) as possible.
- In hindsight, what should the organization have done to prevent this issue?
- What actions should you take now to address this issue? Remember to consider financial, legal, ethical, and political consequences of your recommendation.

Post your memo to the discussion board.

Guidelines for Responding to Classmates’ Memos: Now, step out of the role of executive director and, instead, imagine you are a board member or a human resource director in that agency. Imagine the leader of that agency (i.e., your classmate) has just sent you this memo to be discussed at the upcoming board meeting. Read through memos from that perspective. Use the following questions to develop and post a response to three of your fellow students’ memos.

- Does your classmates’ conceptualization of the problem make sense? If not, what is missing?
- Do your classmates’ recommendations seem appropriate and reasonable? Yes, why? If not, what else do they need to consider?

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- Are there any legal implications or concerns you have about the situation which your classmate (the executive director) has not addressed?

Suggestion: To increase your learning, respond to classmates whose ideas about the case differ from yours.

Mock Qualifying Exam Question (Optional for PhD students)

PhD students have the option to practice a written response to a mock qualifying exam question. In the YDFS PhD program, PhD students are required to complete a qualifying exam to move into doctoral candidacy. In YDFS, students write 5-8 pages responses to three questions that establish (1) subject matter, (2) theoretical, and (3) methodological expertise. A student's advising committee determines the length of time the student has to answer the question, the reading list, and the questions themselves. For this assignment in this course, PhD students will have one week to independently write a 5–6-page response using the readings from the course. The instructor will provide feedback on the question. The completion of this exercise may be used to replace the Unit 6 case study memo assignment.

Extra Credit

Each week, I will share an article that challenges readers to think critically about the use of artificial intelligence in nonprofits to support human resource management. AI isn't neutral—it reflects the structures we create. By contributing your thoughtful insight, you'll not only enrich your own learning but help shape HR practices grounded in justice and mission. To earn extra credit, read the article and comment on the discussion board with a thoughtful response (150–200 words). In your comment, connect the reading to the main ideas from the current unit. Reflect on how this lens affects your perspective on HR in the nonprofit sector.

Online Classroom and Course Policies

Online engagement and attendance

A digital classroom citizen connects with the instructor, teaching assistant, peers, and course materials weekly in meaningful ways. Strong digital classroom citizens share the mic with peers, support classmates, and engage thoughtfully in class activities. Online discussions are informed by reading, viewing, and listening materials. Requirements for class attendance and make-up quizzes, assignments, and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Late Assignments

Students may email Dr. Wiley (for case studies) to ask for an extension for any reason so long as that request comes with a new expected due date (e.g., the student states they can complete the assignment by a specific date). Students do not need to explain why they need the extension. There is no judgement. If there has been no communication from the student, late assignments will be downgraded one letter grade (i.e., 10%).

Students who are having difficulty of any kind are encouraged to talk to Dr. Wiley, the Dean of Students' U Matter office, and/or the Disability Resource Center as soon as possible. We want to help.

Online Course Evaluation Process

This syllabus is subject to change. Please review the course website regularly.

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams).

Students may use artificial intelligence (AI) tools only when and how instructed. Work submitted using AI must expressly indicate the work was not generated independently by the student. Submitting any work as one's own whether the work or idea was created by someone else or was generated by AI is considered plagiarism.

Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Student Resources:

I strongly encourage students to be proactive in seeking resources that will help them succeed and, also, to let me know how I can best support them. Here are some of the resources available at UF.

Field and Fork Pantry

Many students operate on a very tight budget. For those struggling with access to food, UF offers free non-perishable food, toiletries, and fresh vegetables through the Field and Fork Pantry.

<https://fieldandfork.ufl.edu/>

U Matter, We Care

At UF, Every Gator Counts. U Matter, We Care serves as UF's umbrella program for UF's caring culture and provides students in distress with support and coordination of the wide variety of appropriate

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resources. Families, faculty and students can contact umatter@ufl.edu seven days a week for assistance for students in distress.

<http://www.umatter.ufl.edu/>

Services for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues.

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/

- Counseling Services
- Groups and Workshops
- Outreach and Consultation
- Self-Help Library
- Wellness Coaching

Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

UF Computing Help Desk

This course is run on Canvas. All readings, course information, and grades will be available on Canvas. It is your responsibility to successfully utilize Canvas. The UF Computing Help Desk is there to assist you with all your computing questions. Please use the following information to contact the help desk:

- Phone: (352)392-HELP (4357)
- E-mail: helpdesk@ufl.edu Location:
- CSE 214/520 URL: <http://helpdesk.ufl.edu>

Disclaimer

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

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