Course Title: Marketing in the Nonprofit Sector
Course Number: MKTG481, Section 001
Course Description: Marketing in the Nonprofit Sector examines the unique challenges of applying marketing principles and practices to not-for-profit groups such as human service and philanthropic organizations, museums, health and wellness advocates, educational institutions, industry associations and government. Emphasis on case studies, team work, and projects.

Class Location: Robinson Hall B208
Class Meeting Time: Mondays, 4:30 P.M. until 7:10 P.M.
A detailed class schedule follows as part of this syllabus.

Final Exam: Monday, May 13, 4:30 – 7:15 P.M.
Instructor: Jeffrey Kulick
Contact information: I usually return email and phone mail messages the same day I receive them.

Telephones (leave a message at any of these numbers):
Office: 703-993-2197
Home office: 703-281-2588
Cell: 703-851-6450

Electronic communications:
Email: jkulick@gmu.edu
jeff.kulick@verizon.net
Fax: 703-993-1809

Office hours: Mondays and Wednesdays, 3:00 P.M. to 4:00 P.M., by appointment. Other times by appointment.
Location: Room 139, Enterprise Hall
Course Prerequisites
Prior to beginning the course, students must have completed Marketing 301 and have attained degree status.

Course Materials
The text for the course is *Marketing Management for Nonprofit Organizations, 3rd Edition*, by Adrian Sargeant, Oxford University Press, 2009, ISBN 978-0-19-923615-2. We will cover all of the text as we focus specifically on the fundamentals of nonprofit marketing and the specific practice areas.

You will also do a major project focusing on nonprofit marketing in a nonprofit organization. The focus for the class will be American Red Cross. Detailed assignment information will be presented in the early classes. You will need to work outside of class and use, or develop, external information sources.

I will provide you with additional materials from other sources during class. The classroom discussions and presentations will be the basis for insights and deep understanding of key concepts. These materials will be the basis for examination questions. Related support materials and presentation slides will be posted on the class website on Blackboard.

From time to time, class work and the text will be supplemented by suggestions for outside reading. These suggested materials will be for the interest and development of the student, and they will not be the basis for examinations. If you are interested in a specific topic or section, please let me know. I will be glad to share bibliographies and titles from my library.

Course and School of Management Learning Goals
Please see the Appendix for a description of how this course addresses the School of Management Undergraduate Learning Goals.

The discipline-specific goal will be emphasized, and your learning will be measured in the project and in examinations:

1. **Our students will be competent in their discipline.**
   
   You will understand how the marketing mix is used in the nonprofit sector, which will provide additional insights on how all marketing plans are constructed and used. You will also learn key distinctions between nonprofit and for-profit marketing.

   Key subject areas include understanding the nonprofit marketing environment, understanding the distinctions between for profit and nonprofit marketing, e.g., the marketing opportunities around volunteers and the nonprofit, how the marketing
mix is affected by the offer instead of a “product,” the unique nature of fundraising as a marketing opportunity, and how to apply ethical decision-making in unique areas such as social marketing and cause-related marketing.

Your progress against these goals will be measured in the examinations and class project.

**Focus**

This course focuses on marketing in two specific categories of nonprofit organizations. Religious, educational, charitable, foundations and scientific nonprofits – classified in the IRS Code as 501(c)(3) organizations – form the first group. This is the focus of the text. The second major category is made up of trade and professional organizations – 501(c)(6) organizations. These two categories represent the bulk of organizations in the Washington, DC, area. The textbook offers you an international perspective looking at nonprofits in both the United States and the United Kingdom, though our primary focus will be the U.S. market.

The class project will offer you an opportunity to develop group dynamics and some basic consulting skills. Unlike case studies, the project involves an organization and working directly with the principals of the nonprofit organization.

**Class structure**

The course incorporates three basic elements or approaches – introduction of concepts through reading and lectures, application of these concepts through class discussions and case studies, and integration of the concepts in the semester group project.

New concepts will be presented throughout the course, all of which will build toward a comprehensive view. Class discussion will form a crucial element to integrate the concepts. As such, class participation is essential for students to get full value from the class.

You are responsible, however, for the primary learning. The quality of your learning will dramatically increase if you are well prepared for class. You will be provided with Reading Assignments to help you focus on the main concepts in the textbook chapters.

You will find it essential to keep up with all the assignments and reading.

Your learning will be evaluated in three different ways:

- Examinations. There will be a mid-term exam and the final exam.
- Class participation. How you contribute to the class will be a part of the overall evaluation.
Class project. You will be evaluated on the information you’ll discover, your analysis, your recommendations and how well you present your conclusions.

The matrix at the end of the syllabus contains helpful hints and milestones. The nature of the assignments requires preparation and analysis. Do not wait until the last minute.

Examinations and course content
The body of material in this course is so large that we cannot cover all of it in class. Lectures will focus on the most important topics and the most difficult ones. The lectures will help you integrate the topics assigned for preparation. They are not a substitute for reading the text.

The exams will cover both the lectures and the assigned text and articles. You will be expected to demonstrate a mastery of key concepts and vocabulary in the exams.

It is especially important, therefore, to attend classes. Should you miss a class, you are responsible for getting the notes from your colleagues.

The exams will be made up of short essays. I will let you know the precise structure of each of the exams close to their scheduled dates. In addition, I will conduct brief concept reviews before examinations to help create a context for your studying.

Excellent demonstrations of application, integration and clear understanding will distinguish efforts that receive the highest grades. Concise, insightful responses and presentations are preferred.

All work is due at the beginning of the class on the due date. Late work will not be accepted unless specific, prior arrangements have been made with the instructor. If accepted late, late work will receive a lower grade. All work must be completed by the final examination.

Distribution of points to be earned toward the course grade
You may earn up to 1,000 points during the course of the class. Your grade will be determined by the number of points that you earn.

Excellent demonstrations of understanding, application, integration and clear understanding will distinguish efforts that receive the highest points in assignments. Concise, insightful responses and comments are preferred over rambling, unfocused responses.
Points may be earned as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Date/Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Midterm Exam</td>
<td>March 6</td>
<td>200 points</td>
</tr>
<tr>
<td>• Final exam (comprehensive)</td>
<td>May 13</td>
<td>350 points</td>
</tr>
<tr>
<td>Points from Examinations</td>
<td></td>
<td>550 points</td>
</tr>
<tr>
<td>Learning application and integration projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Class Two Assignment</td>
<td>February 4</td>
<td>25 points</td>
</tr>
<tr>
<td>• Preliminary Assignment</td>
<td>February 25</td>
<td>100 points</td>
</tr>
<tr>
<td>• Written and Class Presentation</td>
<td>May 6</td>
<td>275 points</td>
</tr>
<tr>
<td>Points from Project</td>
<td></td>
<td>400 points</td>
</tr>
<tr>
<td>Class participation</td>
<td>(throughout)</td>
<td>50 points</td>
</tr>
<tr>
<td>TOTAL POINTS TO BE EARNED</td>
<td></td>
<td>1,000 points</td>
</tr>
</tbody>
</table>

Grades are not negotiated. You will have opportunities to earn points throughout the semester. If it is your intention to get a high grade, you will need to earn that grade by consistently demonstrating your inquiry into and mastery of the subject of marketing in the nonprofit sector.

### Grade scale

Your final grade for the course will depend on the total number of points you earn:

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>940 – 1,000 points</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>900 – 939 points</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>870 – 899 points</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>830 – 869 points</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>800 – 829 points</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>770 – 799 points</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>700 – 769 points</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>600 – 699 points</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>Below 600 points</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Please note: The University considers a B to be a good grade. The School of Management considers a B to be a good grade. I consider a B to be a good grade. I hope there are many A's in the class, but an A is a grade that is not earned automatically.

### Examination policies

The exams will be closed-book and closed-notes and will cover the textbook, supplemental materials and all in-class presentations.
Any use of electronic devices during the testing times will be interpreted as a violation of the University Honor Code. These devices include cellular phones, electronic translators, music players of any sort and similar devices. Any student using such devices during an exam or any form of cheating during the exam will result in a grade of zero for the test plus the penalties in the SOM Honor Code guidelines.

Consistent with University policy, only provable, i.e., documented, absences due to personal illness or family emergencies constitute acceptable absences for missing exams. Preplanned weddings, vacations and deep-discount airfares are not acceptable excuses. There are no make-up exams or adjustments to satisfy the convenience of the students enrolled in this class.

If an examination is missed, you must make up the exam within one week. Unless you have made prior arrangements, a missed exam will result in a penalty of 10 percent of the total for the examination.

**Group project and evaluations**

A substantial portion of your individual grade will be determined by work you will do with other students in groups. This also means that others will depend on your work and contribution to the group for their grade. If each member of the group is committed to the success of the others, this will be a rewarding experience. Students with the intention of “coasting” through this course at the expense of others are encouraged to develop a more group-oriented approach throughout the course.

Students will be required to work in the groups to gather additional information and develop analyses and well-supported recommendations as written reports and class presentations. As time allows, students will be able to work in class. Additional work will, however, be required outside of class.

As part of the assignment we will review some rules for making groups work effectively. Group work is always a challenge, whether you are in school, at work or at play. The diversity of opinions and backgrounds will enrich the learning experience, but it brings additional challenges. You will find both free riders and domineering people who refuse to listen to the thoughts of others.

Each member of a group is responsible for making the group work. It is normal within groups that conflict will arise. It is from the differences of opinions that creative solutions emerge and true learning takes place.
In extreme cases, some students will refuse to participate or become an impediment. The first responsibility to resolve the problem lies within the group itself following the group rules established in the class. I will also be available to discuss problems that arise. In extreme cases, a student can be “fired” from a group; this action requires my approval and will rarely be given without clear demonstration of its necessity. Students who are “fired” from the group will receive a zero for the assignment, and the firing group will receive a 5% penalty for the action. It is in everyone’s interest to work effectively.

If a student stops attending class and makes no attempt to participate in the class or group work, I may be forced to remove the student from the group. This is a separate case from the inability of a group to work with a member, and in this specific situation, the student will receive zero points for the assignment with no penalty for the other members of the group.

Specific responsibilities
To meet the course objectives, you will use reading, assignments, projects, discussion and research. Emphasis will be placed on learning and applying theories and techniques to a variety of situations.

Attendance is expected. Much of the material will be developed in class and in discussion. I expect you to arrive on time, prepared to discuss the assigned materials and eager to share insights with others in class. I also expect you to remain in class for the entire period, and to participate throughout.

If there are emergencies or unavoidable absences, you should contact me prior to the class. You must arrange to get handouts and assignments from fellow students or Blackboard.

If you will miss a class for a religious observance, please let me know during the first two weeks of class.

Written assignments must show critical and cogent writing. It is your responsibility to ensure grammar, punctuation, spelling, pagination and expression are clear and correct.

Detailed class and reading assignments will be posted on Blackboard.

Class participation
Marketing is enhanced by dialogue, and this class will be greatly enhanced when students actively participate. Class participation is essential to develop communication skills and explore topics in depth.
Class participation will be worth up to 50 points toward the course grade. Students who make an effort to participate will be noticed. Students will be evaluated on active participation including both speaking and listening, demonstrating the ability to evaluate others’ comments constructively, demonstrating familiarity with assigned readings and working effectively with groups and the class as a whole.

Not everyone likes speaking up in a class situation. If, however, the student does not enter into the discussions, there is no way to tell if he or she is learning or understanding the concepts presented. Each student is expected to contribute. Those who do not like to speak up in class will find opportunities to participate in the small groups. Full credit in the class participation section of the grade, however, requires dialogue in the classroom.

To earn the full points, the student should:
- Volunteer examples, insights and responses in class.
- Demonstrate having read assignments, thought about the questions and analyzed materials.
- Build on the comments of others—disagreeing where appropriate but also supporting the comments and integrating viewpoints.
- Share expertise and experiences relevant to the discussion.
- Comment on the substance and topic of the classes demonstrating integration of the materials.

**Presentations and written reports**

I look for internal validity (that the comments or recommendations are based on appropriate principles and are consistent) and external validity (the comments or recommendations are reasonable given the environment in which the organization functions). Additionally, organization, understanding, originality, breadth, depth of coverage and clarity of expression are important evaluation criteria.

Written and oral reports should always be appropriate to the audience and demonstrate concise business prose. All written reports should be neatly typed, legible and free of errors in grammar and spelling.

Unless otherwise stated, students must submit an electronic version of the assignments along with the written assignments.
Student resources
If you are a student with a disability and you need academic accommodations, please see me and contact The Offices of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through the ODS.

If business writing is unfamiliar or if it is not one of your strengths, you are encouraged to seek the support of the Writing Center.

The University Counseling Center may be an excellent resource for you if you feel that depression or other stress-like conditions are affecting your academic performance.

You may also find it useful to seek help from the University librarians if you need research help.

There are a number of additional resources available to you on the School of Management website.

Community Standards of Behavior
In keeping with the School of Management statement, the following standards of behavior will be an integral part of the course:

- Respect for the rights, differences and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

George Mason University Honor Code
Students are reminded of their responsibilities under the George Mason University Honor Code. It is understood that the students will uphold the highest standards of academic work and keep their efforts free of the four areas the Honor Code addresses specifically—cheating and attempted cheating, plagiarism, lying and stealing.

Students are also evaluated individually. While individuals may wish to consult, analyze and discuss their work with others, the student is responsible for ensuring he or she complies with the Honor Code.

The following paragraph is taken from http://academicintegrity.gmu.edu/honorcode

Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.
I take the Honor Code seriously. I will be glad to discuss any of the Honor Code definitions or implications. The responsibility of each student as well as the faculty to ensure the Honor Code is upheld.
# Matrix Showing Key Topics, Textbook Reading Schedule, Assignment Due Dates and Exam Schedule

Events that will be graded are in **bold face**.

<table>
<thead>
<tr>
<th>Class, day and date¹</th>
<th>Key Topics</th>
<th>Student Responsibilities (Textbook unless noted)</th>
<th>Milestones and Key Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>The nonprofit sector – strengths and weaknesses; dimensions; classifying nonprofits; current issues</td>
<td>Chap. 1: Scope, Challenges and Development of the Nonprofit Sector</td>
<td>Selection of group members</td>
</tr>
<tr>
<td>Mon., Jan. 28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 2</td>
<td>Marketing in the nonprofit sector and its differences from for-profit; objections; marketing concept; internal marketing; societal orientation; stakeholders</td>
<td>Chap. 2: Developing a Societal and Market Orientation</td>
<td>Meet with representative of American Red Cross</td>
</tr>
<tr>
<td>Mon., Feb. 4</td>
<td></td>
<td></td>
<td>Explore what information is needed for project. Class 2 Assignment due</td>
</tr>
<tr>
<td>Class 3</td>
<td>Marketing plans; marketing audits; analytical tools; marketing research; qualitative and quantitative techniques; analysis and reports</td>
<td>Chap. 3: Marketing Planning: The Operating Environment and Marketing Audit and Chap. 4: Marketing Research</td>
<td></td>
</tr>
<tr>
<td>Mon., Feb. 11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 4</td>
<td>Marketing objectives and strategies; segmentation; positioning; branding; brand strategy</td>
<td>Chap. 5: Marketing Objectives and Strategy and Chap. 6: Branding</td>
<td>Identify strategies, tactics and operations</td>
</tr>
<tr>
<td>Mon., Feb. 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 5</td>
<td>Products and services; place; price; IMC; direct marketing; people; process; physical evidence; ethics</td>
<td>Chap. 7: Marketing Programmes and Services: The Operational Mix</td>
<td>Preliminary Report due Content review for Mid-term exam</td>
</tr>
<tr>
<td>Mon., Feb. 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 6</td>
<td>Mid-term Exam Class Participation Self-Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon., March 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 7</td>
<td>Social marketing; social marketing domains; communications campaign; social entrepreneurship; marketing contributions;</td>
<td>Chap. 8: Social Marketing: The Marketing of Ideas and Chap. 13 Social Entrepreneurship</td>
<td>Consideration of special nonprofit techniques of use in project.</td>
</tr>
<tr>
<td>Mon., March 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 8</td>
<td>Significance of volunteers; recruitment; retention; boards of directors</td>
<td>Chap. 14: Volunteer Support and Management</td>
<td>Meet with representatives of American Red Cross</td>
</tr>
<tr>
<td>Mon., March 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 9</td>
<td>Fundraising; case for support; individual donors; relationship fundraising; corporate fundraising; cause-related marketing; corporate social responsibility; foundations</td>
<td>Chap. 9: Fundraising</td>
<td></td>
</tr>
<tr>
<td>Mon., April 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 10</td>
<td>government policy and marketing; public services; new public sector marketing; e-government</td>
<td>Chap. 15: Public Sector Marketing</td>
<td>Working on draft of final report</td>
</tr>
<tr>
<td>Mon., April 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 11</td>
<td>Defining the arts; artistic product; benefits; developing audiences; e-marketing; virtual marketing; customer relationship management; attracting funding</td>
<td>Chap. 10: Arts Marketing</td>
<td>Consider involvement of business community. Draft of final report should be done.</td>
</tr>
<tr>
<td>Mon., April 15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ All classes meet 4:30 P.M. to 7:10 P.M.
| Class 12 | Mon., April 22 | Marketing and education; education in the US; marketing in higher education; student buying behavior; strategy and tactics | Chap. 11: *Education* | Presentation draft. Ensure all relevant topics from course have been considered for final report. |
| Class 13 | Mon., April 29 | Healthcare systems; healthcare marketing challenges; consumer value; strategy; postures; positioning; tactics | Chap. 12: *Healthcare Marketing* | Final polishing, editing and preparation. Content review for final exam |
| Class 14 | Mon., May 6 | **Class Project Presentations** | | |
Appendix: SOM Undergraduate Learning Goals and the Course

This course addresses the following Learning Goals of the School of Management (SOM):

1. **Our students will be competent in their discipline.**
   Students will understand how the marketing mix is used in the nonprofit sector, which will provide additional insights on how all marketing plans are constructed and used. Students will also learn key distinctions between nonprofit and for-profit marketing.

   Key subject areas include understanding the nonprofit marketing environment, understanding the distinctions between for profit and nonprofit marketing, e.g., the marketing opportunities around volunteers and the nonprofit, how the marketing mix is affected by the offer instead of a “product,” the unique nature of fundraising as a marketing opportunity, and how to apply ethical decision-making in unique areas such as social marketing and cause-related marketing.

   Discipline competence will be measured in this course using exams, the course long project, in-class exercises and cases, participation in the areas of textbook chapters.

2. **Our students will be aware of the uses of technology in business.**
   This course requires students to send and receive e-mails, access and navigate the Blackboard learning system, conduct online research, and create MS Word documents, Power Point presentation slides, and, at times, Excel spreadsheets.

3. **Our students will be effective communicators.**
   This course requires all students to demonstrate their writing skills in examinations and participating in group written reports and presentations. Students will also make oral presentations as part of a group.

4. **Our students will have an interdisciplinary perspective.**
   Nonprofit marketing draws upon many disciplines, including psychology, sociology, economics, public policy and regulation, law, accounting, finance, information systems, management and statistics. The necessity to explore each of these areas in nonprofit markets is particularly important given the public nature of these organizations.

5. **Our students will be knowledgeable about global business and trade.**
   This course is focused more on the domestic than the international market, but regular references will be made to international challenges and opportunities.
The textbook includes discussion of nonprofit marketing in the United Kingdom, and students are expected to be able to compare the marketing in both the United States and United Kingdom.

6. **Our students will recognize the importance of ethical decisions.**
   Ethical decision-making follows from understanding how actions affect many different publics. The textbook for this course weaves marketing ethics in many chapters. Additionally, students explore ethical dimensions in cases and case discussions. Social marketing, cause-related marketing and behavior modification in nonprofit marketing have ethical dimensions.

7. **Our students will be knowledgeable about the legal environment of business.**
   Students will explore the legal issues that pertain directly to nonprofit organizations.

8. **Our students will be knowledgeable about team dynamics and the characteristics of effective teams.**
   Students in this class work on in-class case discussions and exercises in small groups. Students also work on a semester-long project that requires interaction with the organization being studied as well as their own groups. Students will focus on group dynamics (with an emphasis on decision making in groups), group communication skills and consulting skills.

9. **Our students will understand the value of diversity and the importance of managing diversity in the context of business.**
   Nonprofit organizations deal with a wide variety of include market and consumer analysis and programmatic approaches that underscore group and individual differences based on age, geography, ethnicity, gender and income.

10. **Our students will be critical thinkers.**
    Examinations and the project will ask students to understand, apply and integrate a variety of techniques, approaches and principles of marketing in a comprehensive, strategic approach. Students will be required to synthesize a variety of marketing issues. Students will develop a broader view of marketing as well as the particulars of nonprofit marketing.