The George Washington University
Trachtenberg School of Public Policy and Public Administration

PPPA 6031 - GOVERNING AND MANAGING NONPROFIT ORGANIZATIONS
(SPRING, 2019)

(Rev. 11/30/2018)
SUBJECT TO CHANGE

GENERAL COURSE INFORMATION

PPPA 6031.10 (CRN 43102)
Governing and Managing Nonprofit Organizations
Spring, 2019, Tuesdays, 6:10 – 8 pm
Check class schedule for room assignment

PROFESSOR INFORMATION

Michael J. Worth
Professor of Nonprofit Management
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E-mail: mjworth@gwu.edu

Office hours: Spring, 2019: Mondays, 3-5 pm, Tuesdays 3-5, and by appointment. Students are encouraged to make an appointment, even during regular office hours. Email is the best way to contact the professor for a prompt reply.

COURSE DESCRIPTION

This course provides a comprehensive overview of principles related to the governance and management of nonprofit organizations. Topics considered include the historical, legal, and social foundations of the nonprofit sector; developing organizational strategy and capacity; managing staff, boards, and volunteers; financial management; fundraising, marketing, communications, and advocacy; collaboration, partnerships, and mergers; accountability and performance management; earned income activities; social entrepreneurship and innovation; and policy issues affecting the nonprofit sector. The emphasis is on nonprofit organizations in the United States. There is no course prerequisite.

INTENDED AUDIENCE

This course is appropriate for students planning or considering careers in the nonprofit sector as well as individuals employed in nonprofit organizations who seek to expand their knowledge in order to advance to more senior management roles. It is a required course for MPA and MPP students concentrating in nonprofit management and for students enrolled in the Graduate Certificate in Nonprofit Management program. It is also appropriate as an elective for other students who desire an understanding of the field.

LEARNING OUTCOMES

Students completing the course will be able to: 1) Describe the unique characteristics and values of the nonprofit sector; 2) Identify organizational opportunities and problems and propose strategic approaches; 3) Recognize the major challenges in governing and managing nonprofit organizations and identify models and tools that may be applicable in various situations; 4) Explain various approaches to measuring the performance of nonprofit organizations; 5) Explain basic principles of financial management; 6) Identify alternative strategies for revenue generation; and 7) Analyze the key policy issues affecting the nonprofit sector.

METHODS OF EVALUATION

20% of course grade: class participation

Students are expected to attend class and participate in discussion. Attendance will be taken in each class session. Excessive absences will negatively affect the course grade. Attendance policies follow those of the Trachtenberg School of Public Policy and Public Administration.

40% of course grade: brief papers

Twice during the semester, the professor will assign questions related to a case. The written assignment will require students to compare, contrast, and analyze concepts and issues related to the case, drawing on readings and class discussion. Answers are to be written at home. The assignment will be discussed in the class session when the paper is due. The paper may not exceed five (5) pages, double-spaced. Each brief paper counts for 20% of the course grade. The paper must be submitted electronically no later than the beginning of the class session in which it is discussed. The professor will provide instructions on how to submit the paper. The cases must be purchased from the Harvard Business School site for $4.25 each (see detailed instruction under Required Reading, below).

40% of course grade: Course paper or project

Students will complete a course paper or a project, on a topic of their choosing that is related to the course. The paper or project may take several forms, as explained in the Attachment to this syllabus.

Students are strongly encouraged to identify the topic of their paper or project as early in the semester as possible, not later than week 8. Formal approval of the topic is not required, but students are encouraged to discuss their ideas with the professor via email or during office hours to make sure that it is appropriate. Topic ideas also will be discussed in class.

Students should be prepared to give a brief (5-10 minutes) summary of their work in class, as called upon, beginning in session 13, with the understanding that the work may not be completed by that time. The completed paper/project must be submitted electronically no later than the beginning of the last class period. The professor will provide instructions on how to submit the paper.

POLICIES

This course follows established policies of the University and Columbian College, including the policy on class attendance (http://registrar.gwu.edu/university-policies#attendance), the policy on religious holidays (http://registrar.gwu.edu/university-policies#attendance), and the policy on disabilities

(http://registrar.gwu.edu/university-policies#attendance). Students with disabilities are encouraged to seek assistance from Disability Support Services (http://www.gwired.gwu.edu/dss). The University's Mental Health Services provide assistance and referral to address students' personal, social, career, and study skills problems (see counselingcenter.gwu.edu). Any case of dishonesty will be referred to the Academic Integrity Council following the processes provided online. The Code states: "Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." For the remainder of the Code, see http://www.gwu.edu/~ntegrity.code/html.

Written assignments are due on the day indicated in this syllabus. Failure to meet the deadline may result in a lower grade than otherwise would have been assigned to the work. Extensions may be granted only under certain circumstances, consistent with the above policies.

Civility in the Classroom: Higher education works best when it becomes a vigorous and lively marketplace of ideas in which all points of view are heard. Free expression in the classroom is an integral part of this process. At the same time, higher education demands that all of us approach the enterprise with empathy and respect for others, irrespective of their ideology, political views, or identity.

Laptops are permitted in class if used for relevant purposes, for example, viewing PowerPoint, taking notes. Use of mobile phones is not permitted.

TIME COMMITMENT

This is a three-credit graduate course. It meets once per week for 110 minutes. The semester is 14 weeks. Required reading and preparation of papers outside of class is expected to require, on average, 7 hours (350 minutes) per week.

REQUIRED READING

Books (Purchase):

Crutchfield, Leslie R. and Heather McLeod Grant, Forces for Good (Revised and Updated). San Francisco: Jossey-Bass, 2012. [ISBN 978-1-118-11880-1]

Worth, Michael J., Nonprofit Management: Principles and Practice **(fifth edition)**. Thousand Oaks, CA: Sage/CG Press, 2019. [ISBN 978-1-5063-9686-6]

Blackboard and Web:

Additional required and recommended readings are available on Blackboard or the Web.

Cases (brief paper assignments):

Two case studies to be read in connection with the brief paper assignments must be obtained from the Harvard Business School. Students will need to register at the Harvard website and pay Harvard directly for the download fee of $4.25 for each case. The URL for the Harvard site is **https://hbsp.harvard.edu/import/589340**. This will bring you to a site for this course, where you can register and purchase access to the two cases. If you have any difficulty downloading the cases, please contact Harvard Business Publishing Tech Help line at (800) 810-8858, which is open 24/7.

RECOMMENDED READING

Recommended reading is suggested for students who may wish to know more about a particular topic. It is optional. The professor may assign additional readings as the semester progresses.

RECOMMENDED WEBSITES

External links are provided on Blackboard to some websites that are good general sources of information on nonprofit management and related topics. Students may find some of these sites helpful in identifying paper topics and resources. They are not required reading unless indicated in the course outline.

COURSE OUTLINE AND READING ASSIGNMENTS

JANUARY 15, 2019
SESSION 1
Course Introduction and Overview

JANUARY 22, 2019
SESSION 2
Foundations of the Nonprofit Sector

    Reading:

    BOOK: Worth, Chapters 1-3
    BLACKBOARD: (1) Battilana et. al., In Search of the Hybrid Ideal, *Stanford Social Innovation Review*, summer, 2012; (2) Mills, "Great Mission, Bad Statement," *SSIR,* January, 2016.

    Recommended reading:

    BOOK: Worth, Chapter 17 (International) *NOTE*: Those with an interest in international organizations may wish to read this chapter. While the focus of this course is on management of nonprofits in the U.S., most topics have relevance in the international environment. Students are also encouraged to pursue that perspective in class discussions and in their final papers, as their interests may dictate.

JANUARY 29, 2019
SESSION 3
Nonprofit Governing Boards

    Reading:

    BOOK: Worth, Chapter 4
    BLACKBOARD: (1) "The Wall Street Takeover," Jenkins, SSIR, Summer, 2015; (2) "Tongue Tied at the Top," Stanford Social Innovation Review, Spring, 2009

    Recommended reading:

    BLACKBOARD: Leading With Intent, 2017

FEBRUARY 5, 2019
SESSION 4
Nonprofit Executive Leadership

> **Reading:**
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> **BOOK**: Worth, Chapter 5; Appendix-NYC Opera case
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> **Recommended reading:**
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> **BLACKBOARD**: **(1)** Herman , 2016 "Executive Leadership;" **(2)** "Daring to Lead, Brief #3," CompassPoint/Meyer Foundation, 2011; **(3)** "What Business Executives Should Know About Nonprofits," *SSIR*, summer, 2006 **(4)** "Boosting Nonprofit Board Performance," *SSIR*, July, 2014.

February 12, 2019
SESSION 5
Accountability and Performance

> **Reading:**
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> **BOOK**: Worth, Chapters 6-8 [*NOTE: Chapters 7 and 8 are related to the topic for the class session #6, but it is suggested that students get started reading them this week to allow time for reading the entire Crutchfield and Grant book for session 6.*]
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> **Recommended reading:**
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> **BLACKBOARD:** Articles related to Red Cross and Haiti: (1) "How the Red Cross Raised," ProPublica/NPR, June 3, 2015; (2) "American Red Cross Responds," June 3, 2015; (3) "13 Facts," June 4, 2015; (4) "Behind the Story;" (5) "Red Cross Response on Haiti Further Inflames"
> **WEB:** Morino, Leap of Reason; Hunter, Working Hard-and Working Well
> (Both books are available for free download at www.leapofreason.org.)
> **WEB:** Website of PerformWell (www.performwell.org). Just peruse to see the various tools that are available.

FEBRUARY 19, 2019
SESSION 6
Building High-Performance Nonprofit Organizations

> **Reading:**
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> **BOOKS**: Worth, chapters 7, 8; Crutchfield, chapters 1-12 (13 optional)
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> **Recommended reading:**
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> **BLACKBOARD**:   Brest, P., "A Decade of Outcome Oriented Philanthropy." *Stanford Social Innovation Review*, spring, 2012.

FIRST BRIEF PAPER ASSIGNED: HULL HOUSE

Case available from **https://hbsp.harvard.edu/import/589340**. This will bring you to a site <u>for this course</u>, where you can register and purchase access to the two cases. If you have any difficulty downloading the cases, please contact Harvard Business Publishing Tech Help line at (800) 810-8858, which is open 24/7. Students will need to register and pay a $4.25 fee to access the case. The professor will assign questions in this class session, to which students will respond with written answers, due in the next class session. **NOTE**: Hull House also is discussed in Case 12.1 in the textbook. Students are encouraged to read the textbook case but also should read the longer HBS case, on which the questions for the paper will be based.

FEBRUARY 26, 2019
SESSION 7
Guest Speaker - TBD

FIRST BRIEF PAPER DUE

MARCH 5, 2019
SESSION 8
Managing Staff and Service Volunteers

Reading:

BOOK: Worth, Chapter 9

Recommended reading:

WEB: Volunteer Management Resources Center (www.idealist.org/info/VolunteerMgmt)
Just peruse to see the various tools that are available.

MARCH 12, 2019 – SPRING BREAK – NO CLASS

March 19, 2019
SESSION 9
Financial Management

Reading:

BOOK: Worth, Chapter 12; Appendix-Y Case
BLACKBOARD: Peruse the Form 990 of Food and Friends (Students do not need to read line-by-line. Just become familiar with the major sections and format.)

SECOND BRIEF PAPER ASSIGNED: KaBOOM CASE

Case available from **https://hbsp.harvard.edu/import/589340.** This will bring you to a site for this course, where you can register and purchase access to the two cases. If you have any difficulty downloading the cases, please contact Harvard Business Publishing Tech Help line at (800) 810-8858, which is open 24/7. Students will need to register and pay a $4.25 fee to access the case. The professor will assign questions in this class session, to which students will respond with written answers, due in the next class session.

MARCH 26, 2019
SESSION 10
Guest Speaker - TBD

SECOND BRIEF PAPER DUE

APRIL 2, 2019
SESSION 11
External Relations: Marketing, Fundraising, Advocacy, Lobbying

Reading:

BOOK: Worth, Chapters 10, 11, 13, 15
WEB: Lobbying Guidelines for Public Charities (Independent Sector)
https://independentsector.org/resource/lobbying-guidelines-for-public-charities/

APRIL 9, 2019
SESSION 12
Social Enterprise, Social Entrepreneurship, and Social Innovation

Reading:

BOOK: Worth, Chapters 14, 16; Appendix-No Kid Hungry case

APRIL 16, 2019
SESSION 13
Discussion of Student Final Papers/Projects

Students should be prepared to give a brief overview of their paper/project.

APRIL 23, 2019
SESSION 14 – FINAL SESSION
Discussion of Student Final Papers/Projects

FINAL PAPER/PROJECT DUE

IDEAS FOR COURSE PAPER OR PROJECT

Below are some suggestions of approaches to the course paper/project. These are suggestions, but the professor is open to various approaches that students may propose.

(1) <u>A case study of a nonprofit organization</u>. Writing a case study requires identifying <u>strategic issues</u> faced by the organization and analyzing its efforts to address those issues, not merely providing a summary of the organization's programs. In some instances, a case study may be written entirely from published materials. Others require conducting interviews with the organization's leaders. There is no prescribed length for a case study, but most are about 16-20 pages, including references but not including attachments.

(2) <u>A critical survey of the literature on a subject related to the course</u>. The paper should reflect the student's critical thinking rather than just summarize the material, for example, identifying themes and issues in the literature and analyzing various approaches. Assigned readings may stimulate thinking about paper topics. Reading the *Chronicle of Philanthropy* is also a good way to identify topics that are of current interest in the nonprofit sector. The professor will discuss possible paper topics in class, but students should select topics of particular interest to them. A paper of this type is usually about 16-20 pages in length, including references.

(3) <u>An analysis of an ethical or policy issue related to the course</u>. The paper should analyze both sides of the issue and take a position, supported with reasoned arguments and data. For example, there are significant issues related to tax policy, standards for nonprofit accountability, proposals for legislation increasing the regulation of nonprofits, and many others. This type of paper is usually about 16-20 pages in length, including references.

 (4) <u>Other projects related to the course</u>. The professor is open to creative projects that are of sufficient magnitude and relevance to the course, for example, developing a strategic or fundraising plan, conducting a capacity assessment, or evaluating a program. The project needs to be <u>substantive,</u> not just a volunteer experience (e.g., tutoring students in an after-school program). The project should involve applying knowledge gained through readings and discussions in this course. Students should discuss project ideas with the professor in advance of beginning work.

Students who are employed at a nonprofit may do a case study or project related to that organization, but <u>only if</u> it represents work outside of their normal job responsibilities and is over and above what they are required to do in their jobs. In other words, you cannot submit a work product from your employment to meet the requirements of this course.

Students <u>may</u> voluntarily choose to work together with <u>up to two other students</u> as a team to complete a significant project or case study. This requires the professor's prior approval, which will be given only for projects that represent a <u>very substantial</u> body of work, worthy of the efforts of multiple individuals.

Projects need to result in a <u>tangible product</u> that the professor can evaluate. For example, if a student were to develop a plan or manual or conduct a study or assessment for a nonprofit organization, the professor would expect to see the written plan or report. <u>In addition</u>, the student must submit a memorandum reflecting on the project. This memorandum should describe how the project was conducted – what meetings were held at the nonprofit, what documents and materials were used, etc. It should also summarize <u>what was learned</u> through the experience. If the project has been undertaken by a team, the memorandum should describe the role played by each team member.