



**PPD 675:Nonprofit Management & Leadership#**  
**Fall 2017 (4 units)**  
Thursdays 6PM- 9:20 PM  
Location: RGL 215  
Instructor: Nicole Esparza  
Office: RGL 208  
Office Hours: TBA or by appointment  
Email: [neesparz@usc.edu](mailto:neesparz@usc.edu)

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## **COURSE DESCRIPTION**

This course provides an overview of management challenges associated with leading nonprofit organizations, and the course also highlights changes taking place in the sector as a whole. Readings emphasize the environment within which nonprofit work is performed, the distinctive characteristics of nonprofits that result from societal pressures, legal requirements, and cultural values, and if/how leadership in nonprofits differs from leadership in other sectors. Teaching in this course is structured to promote the integration of research and writing on nonprofit management with practical “real world” studies of nonprofit organizations. All classes have assigned cases to go along with the primary readings. Students are expected to be able to discuss the cases in depth and to participate in class by drawing on their own experiences with nonprofit organizations and by reflecting on the assigned readings.

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## **COURSE OVERVIEW AND LEARNING OBJECTIVES**

The emphasis of the course is on thinking through the sorts of managerial challenges that are a natural feature of the nonprofit sector, in particular the tensions between expenditures on mission and financial sustainability; increasing resources in the presence of altruistic behavior (*e.g.* donations and volunteering); and the roles of nonprofits as financial and information intermediaries.

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It is recommended that students take PPD 689 (The Nonprofit Sector and Philanthropy) before or concurrently with this course.

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## **COURSE REQUIREMENTS**

### **Assignments#**

**1. Short Responses** (20% of final grade). Three short responses will be assigned over the course of the semester, and will consist of a short comment of about 500 words, asking students to explain a real-world nonprofit management problem and propose a specific solution. The two short responses with the highest marks are worth 10% of the final grade each. The lowest short response grade will be dropped (including missing or late assignments, which receive a zero grade). Short responses will be primarily evaluated on the presentation of a thoughtful and well-integrated understanding of the readings and their related topics and successful application to a proposed course of action. Points may also be

deducted for especially careless spelling, grammar, usage, punctuation, and formatting.

**2. Group Presentation** (40% of final grade). The class will divide itself into groups of three to four students. These groups will develop a supplementary topic or case study that will form the basis of a 45-minute presentation. The final class session will be primarily (or entirely) group presentations. There will be 5 grade points for a short project proposal early on in the class, 10 points for a detailed outline of the presentation handed in at a middle point, and 25 points for the final presentation. See “Guide to Preparing the Group Project” for detailed instructions.

**3. Final Exam** (30% of final grade). The final exam will be a set of written questions similar to the short responses. This will be a take-home exam.

**4. Class Participation** (10% of final grade). The success of the course depends on everybody’s willingness to collaborate and forge an understanding of the readings and topics. Furthermore, the ability to articulate one’s viewpoint in a clear and respectful manner is a valuable leadership skill. Ten percent of the course grade will therefore be based on student willingness to speak in class, particularly to articulate understanding of the readings and to engage with others.

## **Grade Breakdown and Assignment Submission Policy**

Short Responses	20%
Group Presentation	40%
Final Exam	30%
Class Participation	10%

All written assignments other than the take-home final exam are due at the start of class on the due date. Students must submit assignments electronically, by emailing them to the instructor, no later than the start of class (6 p.m.) [neesparz@usc.edu](mailto:neesparz@usc.edu)

The take-home final exam is be turned in by email no later than **11:59 p.m. on December 14.**

I strongly recommend submission of your work in PDF format, which will ensure that the document I receive looks like the one you composed. Documents sent as word processor files, such as DOC or DOCX, may look strange or fail to open correctly.

Late submissions of short responses will not be accepted for any reason and will receive no credit. Note that since the lowest grade on the three short responses will be dropped, only two of the three must be handed in at all to avoid a zero.

Late submission of the take-home final exam is only possible with thorough and prompt documentation of extenuating circumstances and allowed on a case-by-case basis at the sole discretion of the instructor.

Submissions should follow common-sense formatting, including reasonable margins (1 to 1.25

inches on a side) and double-spaced text set in a sober and legible 12-point typeface. Garamond, Times, and Georgia are examples of widely distributed fonts that read well on paper, though there are certainly many other options. Submissions other than the final exam should include a header at the top of the first page with the title of the assignment, the student's name, and the date. The final exam must be composed using a standardized document template which I will provide.

## **Attendance Policy**

Attendance is not mandatory, or recorded. However class participation is 10% of the final grade, and repeated absences makes participation quite challenging. Tardiness is disrespectful to others and as a result will be reflected in participation grades. Notice of planned absences is appreciated but not required. Class participation, presentations, and exams may not be made-up unless in the case of an emergency, religious, or major personal obligation. If religious or major personal obligations will conflict with any of these, prior notification is required so please speak with me as soon as possible so we may find an optimal solution.

## **Contacting the Professor**

Email is the best medium for simple questions. My address is [neesparz@usc.edu](mailto:neesparz@usc.edu). I will strive to send a brief reply (from one word to a couple of sentences) as quickly as possible. If your question cannot be answered to your satisfaction with a short answer, please talk to me instead. Email is the only way to submit assignments and the best way to document an excused absence in advance.

Talking is the best way to discuss complex questions. If attending office hours is difficult or inconvenient, I am happy to schedule face to face or telephone conversations with reasonable advance planning. I can also answer questions at our class meetings.

## **Statement for Students with Disabilities**

“Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP:

[http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html), (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) [ability@usc.edu](mailto:ability@usc.edu).”<sup>1</sup>

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## **Statements on Academic Integrity & Conduct**

Don't cheat. Don't plagiarize. Don't be dishonest. It will not be tolerated. Any incident will be reported.

“USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.”

“Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.”

“Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu> or to the Department of Public Safety <http://adminopsnet.usc.edu/departments/departments-public-safety>. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options and other resources.”

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## **Support Systems**

“A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations.”

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## **Emergency Preparedness & Course Continuity in a Crisis**

“In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.”

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## TEXTS AND RESOURCES

### Required

David O. Renz, editor, *The Jossey-Bass Handbook of Nonprofit Leadership and Management*, Fourth Edition, Jossey-Bass, San Francisco (2015/2016) [ISBN 978-1118852965].

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Mandatory case studies will be assigned for most class meetings. Students are expected to have read the studies before the start of class and to come prepared for discussion.

Additional readings are assigned for each class session. These are listed on the course schedule below and will be posted digitally on the course web site. Note that the Renz book and the paid case studies are not posted online.

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### Helpful Resources

Foundation Center Philanthropy News Digest [<http://foundationcenter.org/newsletters/>]

*Stanford Social Innovation Review* Weekly Newsletter [<http://www.ssireview.org/>]

The Chronicle of Philanthropy Weekly Newsletter [[https://philanthropy.com/page/Get-Newsletters/543?cid=cpf\\_nwsl](https://philanthropy.com/page/Get-Newsletters/543?cid=cpf_nwsl)]

The Nonprofit Quarterly Newsletter [<http://nonprofitquarterly.org/category/newswire/>]

Guidestar – create a free user account and access information on nonprofit organizations [<https://www.guidestar.org/Login.aspx>]

Charity Navigator– create a free user account and access information on nonprofit organizations [<http://www.charitynavigator.org/>]

CPPP lists of resources – provides links to a multitude of resources [<http://cPPP.usc.edu/field-resources/>]

*Stanford Social Innovation Review Magazine* – [<http://ssir.org/>]. If the article is locked go to the USC library site

The Chronicle of Philanthropy – [<https://philanthropy.com>]. If the article is locked go to the USC library site

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## DETAILED COURSE SCHEDULE

The course schedule below lists readings, assigned case studies, and notes. Any revisions to this syllabus will be posted on Blackboard and announced via class emails. Readings not in the Renz textbook will be posted to Blackboard in PDF format. Cases will be handed out in class.

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### **Week 1 (August) Course Introduction**

### **Week 2 (August 31) The Nonprofit Sector and Its Leaders in Society**

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Peter Dobkin Hall. "Historical Perspectives on Nonprofit Organizations in the United States." In Renz, ch. 1.

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Bruce R. Hopkins and Virginia C. Gross. "The Legal Framework of the Nonprofit Sector In the United States." In Renz, ch. 2.

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Brent Never. "The Changing Context of Nonprofit Leadership and Management." In Renz, ch. 3.

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Richard Steinberg. "Economic Theories of Nonprofit Organizations." In Powell and Steinberg, eds. *the Nonprofit Sector: A Research Handbook*, second edition, chapter 5. Yale, 2006.

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### **Week 3 (September 7) Characteristics and Elements of Leadership**

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Robert D. Herman. "Executive Leadership." In Renz, ch.6

Libbie Landles-Cobb and Leah Karlins. 2017. *A Framework for Great Nonprofit Leadership*. The Bridgespan Group. (January 2017).

Peter Drucker. 2004. "What makes an effective executive?" *Harvard Business Review* 82(6):58-63.

George, Bill, Peter Sims, Andrew N. McLean, and Diana Mayer. 2007. "Discovering Your Authentic Leadership." *Harvard Business Review* 85(2); (February 2007).

Daniel Goleman. 2004. "What Makes a Leader?" *Harvard Business Review* (January 2004).

John P. Kotter. 2001. "What Leaders Really Do." *Harvard Business Review* (December 2001).

Jim Collins. 2001. "Level Five Leadership." *Harvard Business Review* (January 2001).

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Peter Senge, Hal Hamilton, and John Kania. 2015. "The Dawn of System Leadership." *Stanford Social Innovation Review*. (Winter 2015).

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Libbie Landles-Cobb, Kirk Kramer and Katie Smith Milway. 2015. "The Nonprofit Leadership Development Deficit." *Stanford Social Innovation Review*. (October 2015).

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## **Week 4 (September 14) Mission, Vision, Governance**

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David O. Renz. "Leadership, Governance, and the Work of the Board." In Renz, ch. 5.

Raymond Fisman, Rakesh Khurana, and Edward Martenson. 2009. "Mission-Driven Governance," *Stanford Social Innovation Review* (Summer): 36-43.

Barbara Taylor, Richard P. Chait, and Thomas P. Holland. 1996. "The New Work of the Nonprofit Board." *Harvard Business Review* 74(5): 36-46.

Paul Sullivan. 2014. "Before Joining a Board, Size Up the Job and the Mission." *New York Times* (April 4).

Kim Jonker and William F. Meehan III. 2014. "A Better Board Will Make You Better." *Stanford Social Innovation Review* (March 5 2014).

Garry W. Jenkins. 2015. "The Wall Street Takeover of Nonprofit Boards." *Stanford Social Innovation Review* (Summer 2015).

Case Study: Deborah Sontag. 2001. "Who Brought Bernadine Healy Down?" *The New York Times Magazine* (December 23).

## **Week 5 (September 21) Strategic Direction**

William A. Brown. "Strategic Management." In Renz, ch. 8.

John M. Bryson. "Strategic Planning and the Strategy Change Cycle." In Renz, ch. 9.

M. Allison and J. Kaye. 2015. Introduction. *Strategic planning for nonprofit organizations: a practical guide for dynamic times*. Hoboken, NJ: John Wiley & Sons, Inc.

Better Evaluation. 2014. *SWOT Analysis*. Author (May 2014).

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G.S. Day and Paul Shoemaker. 2005. "Scanning the Periphery." *Harvard Business Review* (November).

Dana O'Donovan and Noah Rimland Flower. "The Strategic Plan is Dead. Long Live Strategy." *Stanford Social Innovation Review* (January 10, 2013).

D. Carrillo, K. Hennessy, M. Klingenfuss, K. Patton, and B. Pinnix. 2017. *Preparing for Growth: Strategic Plan 2017-2020*. (This is an example of a strategic plan written by last year's MNLM students for their capstone client Teens Exploring Technology (TxT). You do not need to read it closely just look it over.)

Case Study: Health Leads (B): Expansion Decisions for a Health Care Nonprofit. (Handed out in Class 9/14)

## **Week 6 (September 28) Social Media Marketing and Branding**

### **FIRST SHORT RESPONSE DUE**

Brenda Gainer. "Marketing for Nonprofit Organizations." In Renz, ch. 13.

Nathalie Kylander and Christopher Stone. 2012. "The Role of Brand in the Nonprofit Sector." *Stanford Social Innovation Review* (Spring 2012).

Anne Miltenburg. 2017. "Building Brand as Your Organization Grows." *Stanford Social Innovation Review* (September 8, 2017).

Julie Szabo. 2013. "Six Mobile Marketing Strategies for Nonprofits." *Stanford Social Innovation Review* (May 13, 2013).

Ann Christiano and Annie Neimand. 2017. "The Back-of-the-Envelope Guide to Communications Strategy." *Stanford Social Innovation Review* (September 7, 2017).

Ian McGugan. 2014. "The Ice-Bucket Racket." *The New York Times* (November 14, 2014).

Sean Gibbons. 2015. "Making Ideas Catch On." *Stanford Social Innovation Review* (February 19, 2015).

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Allison Gauss. 2015. "Why we love to hate nonprofits." *Stanford Social Innovation Review* (July 29, 2015).

Case study: "Social Media and the Planned Parenthood Susan G. Komen for the Cure Controversy." (handed out in class).



## **Week 7 (October 5) Nonprofit Advocacy**

### **GROUP PRESENTATION PROPOSAL DUE**

Marcia Avner. "Advocacy, Lobbying, and Social Change." In Renz, chapter 13, pp. 347—374.

Leslie R. Crutchfield and Heather McLeod Grant. 2012. "Advocate and Serve." *Forces for Good*. Jossey-Bass.

Fraser Nelson et al. 2007. "Learn to Love Lobbying." *Stanford Social Innovation Review* (Spring 2007).

Nina Hall and Phil Ireland. 2016. "Transforming Activism: Digital Era Advocacy Organizations." *Stanford Social Innovation Review* (July 6, 2016).

Julie Battilana and Marissa Kimsey. 2017. "Should You Agitate, Innovate, or Orchestrate?" *Stanford Social Innovation Review* (September 18, 2017).

Case Study: TBA

## **Week 8 (October 12) Funding Models and Financial Sustainability**

### **SECOND SHORT RESPONSE DUE**

Dennis R. Young and Jung-In Soh. "Nonprofit Finance." In Renz, ch. 19.

Sarah K. Nathan and Eugene R. Tempel. "Philanthropy and Fundraising: The Comprehensive Development Program." In Renz, ch. 18.

Thomas Wolf. *Managing a Nonprofit Organization*. Free Press, 2012. Chapter 7, "Financial Statements and Fiscal Procedures," pp. 209—233.

Curt Swindoll. 2015. "The Future of Fundraising." *Stanford Social Innovation Review* (January 2, 2015).

Mark Hrywna. 2014. "Crowdsourcing: Donors Are Confusing Fundraising With Funding." *The Nonprofit Times* (May 2014).

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G.A. Goggins and D. Howard. 2009. "The Nonprofit Starvation Cycle." *Stanford Social Innovation Review* (Fall 2009).

#

C. Miller. 2003. "Hidden in Plain Sight Understanding Nonprofit Capital Structure." *Nonprofit Quarterly* (Spring 2003).

#

Nonprofit Finance Fund: Linking Mission and Money. *Nonprofit Finance Fund*.

J. Battilana et al. 2012. "In Search of the Hybrid Ideal." *Stanford Social Innovation Review* (Summer 2012).

Case study: LA Philharmonic and Walt Disney Concert Hall: Turnaround Vehicle? (A)  
(handed out in class)

## **Week 9 (October 19) No Class**

## **Week 10 (October 26) Managing Staff, Volunteers, and Partnerships**

### **PROJECT OUTLINE DUE**

R. Watson and Rikki Abzug. "Effective Human Resource Practices: Recruitment and Retention in Nonprofit Organizations." In Renz, ch. 22.

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Jeffrey L. Brudney. "Designing and Managing Volunteer Programs." In Renz, chapter 24. pp. 753–793.

Steven Rathgeb Smith. "Managing the Challenges of Government Contracts." in Renz, chapter 20.

Christine Letts and Danielle Holly. 2017. "The Promise of Skills-Based Volunteering." *Stanford Social Innovation Review* (Fall 2017).

Steve Davis and Elaine Gibbons. 2017. "A Portfolio Approach to Social Innovation Partnerships." *Stanford Social Innovation Review* (September 13, 2017).

Jane Wei-Skillern. 2014. "In Collaboration, Actions Speak Louder than Words." *Stanford Social Innovation Review* (Spring 2014).

de Souza Briggs, Xavier. 2003. *Perfect Fit or Shotgun Marriage? Understanding the Power and Pitfalls in Partnerships*. Boston: The Community Problem Solving Project at MIT.

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**Choose 1 case to read (handed out in class)**

Case study (option A): "Green Dot Public Schools: To Collaborate or Compete?"

Case study (option B): "Mozilla: Scaling Through a Community of Volunteers."

## **Week 11 (November 2) Measuring Progress, Impact, and Accountability to Stakeholders**

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Alnoor Ebrahim. "The Many Faces of Nonprofit Accountability." In Renz, chapter 4.

John Clayton Thomas. "Outcome Assessment and Program Evaluation." In Renz, chapter 16.

Mary Kay Gugerty and Dean Karlan. 2014. "Measuring Impact Isn't For Everyone." *Stanford Social Innovation Review* (April 2, 2014).

John Kania and Mark Kramer. 2011. "Collective Impact." *Stanford Social Innovation Review* (Winter 2011).

D. L. Rhode and A.K. Packel. 2009. "Ethics and Nonprofits." *Stanford Social Innovation Review* (Summer 2009).

K. Berger and J. Kohomban. 2014. "Keeping Quiet About Wrongdoing at Nonprofits Only Makes Matters Worse." *The Chronicle of Philanthropy* (May 14, 2014).

Case study: "GuideStar: Data as a Tool for Nonprofit Transformation" (on Blackboard)

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## **Week 12 (November 16) Organizational Life Cycles**

### **THIRD SHORT RESPONSE DUE**

P. Buchanan. 2015. "Technology start-ups don't hold all the answers for 'broken' nonprofits." *The Chronicle of Philanthropy* (January 20, 2015).

J.W. Shepard. 2015. "Ready to Scale Fast? Are You Sure?" *Stanford Social Innovation Review* (September 8, 2015).

K. Kirkpatrick et al. 2007. "Go Ahead Pop the Question." *Stanford Social Innovation Review* (Summer 2007).

Catherine Brozowski and Tom Blabey. 2015 "Lessons From a Sunsetting Fund." *Stanford Social Innovation Review* (Fall 2015).

Greg Beato. 2015. "Thriving on Failure." *Stanford Social Innovation Review* (Summer 2015).

M. Cobb et al. 2015. "Cause for Reflection." *Stanford Social Innovation Review* (Spring 2015).#

J. Butzen. 2011. "One Nonprofit Closure: The Missed Merger Opportunity." *Stanford Social*

*Innovation Review* (March 22, 2011).

Sarah Murray. 2016. "Upgrading a Network." *Stanford Social Innovation Review* (Summer 2016).

Case study: "The Backyard Harvest: Outgrowing Hunger One Community at a Time"  
(handed out in class)

**Week 13 (November 23)      NO CLASS-THANKSGIVING**

**Week 14 (November 30)      Class Presentations**

**December 14      TAKE-HOME FINAL EXAM DUE AT 11:59 P.M.**