

PPD 675: Nonprofit Management & Leadership
Spring 2020 (4 units)
Mondays 6PM- 9:20 PM
Location: RGL 215
Instructor: Nicole Esparza
Office: RGL 208
Office Hours: Mondays 3-4:30pm or by
appointment
Email: neesparz@usc.edu

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.

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.

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

Course Requirements

Class Participation (10%)

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. Since they are done in-class they cannot be made up, therefore weekly attendance is required.

Reflection Papers (10%)

There are two reflection papers assigned. The instructions/ guidelines are posted on Blackboard under “Assignments.” The assignments will be posted on Blackboard at least one week prior to the due date and are due before class via Blackboard. Reflection papers 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.

Case Study Analysis (20%)

There are two case study analyses assigned. The instructions/ guidelines are posted on Blackboard under “Assignments.” The assignments will be posted on Blackboard at least one week prior to the due date and are due before class via Blackboard.

Group Project and Presentation (35%)

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 25-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 20 points for the final presentation. See “Guide to Preparing the Group Project” for detailed instructions.

Final Exam (25%)

The final exam will be a set of written case questions similar to the case study analysis. This will be a take-home exam that is due by **May 11 at 11:59pm.**

Grade Breakdown and Assignment Submission Policy

Class Participation	10%
Reflection Papers (2)	10%
Case Study Analyses (2)	20%
Group Project and Presentation	35%
<i>Proposal</i>	5%
<i>Outline</i>	10%
<i>Presentation</i>	20%
Final Exam	25%
<hr/>	
	100%

Submission Policy

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 on Blackboard. Diminished credit (-10%) will be given to assignments that are up to one week late; however, after that date, no credit will be given to assignments without prior approval.

Attendance Policy

Attendance is not mandatory, or recorded. However, class participation is 10% of the final grade,

and repeated absences makes participation quite challenging. Notice of planned absences is appreciated and 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.

Statement on Academic Conduct and Support Systems

Academic Conduct:

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 Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Academic Accommodations

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 the instructor (or to a TA) as early in the semester as possible. DSP is located in STU 301 and is open 8.30 AM to 5.00 pm Monday through Friday. Website and contact information for DSP: 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

Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call
engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call
engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086
equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of

protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421
studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu

Non-emergency assistance or information.

Reading Material

Each class is organized around assigned readings, which are posted on Blackboard under "Readings." Students are expected to read the assigned pages prior to the class in which they will be discussed, both to increase understanding of the lecture and to facilitate class discussion.

Blackboard Readings

There are a number of article-length readings posted on Blackboard.

<https://blackboard.usc.edu/>

Project-related Research and Reading

In addition, students will be responsible for project-related research and reading, which will involve documents, government reports, and academic publications produced through student research and specific to the team project. These readings will relate both to the substance of the project as well as the methods to be employed in conducting the research.

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]

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

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.

Week 1, January 13 Course Introduction

Week 2, January 20 MLK Day, No Class

Week 3, January 27 The Nonprofit Sector and Its Leaders in Society

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

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

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

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

Week 4, February 3 Characteristics and Elements of Leadership

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

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

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

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

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

Assignment Due: Reflection Paper #1

Week 5, February 10 Mission, Vision, Governance

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.

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

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

Assignment Due (Group): Each group will write a 1 page brief summary of the intended project.

Week 6, February 17 President's Day No Class

Week 7, February 24 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.

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: "Alexandre Mars and Epic" KSG Case 2161.0

Week 8, March 2 Funding Models and Financial Sustainability

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

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

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

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

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.

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)

Assignment Due: Case Analysis #1: Case analysis study of "LA Philharmonic and Walt Disney Concert Hall: Turnaround Vehicle?"

Week 9, March 9 Social Media Marketing and Branding

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.

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

Case Study: "Social Media and the Planned Parenthood Susan G. Komen for the Cure Controversy." KSG Case 1975.0

Assignment Due: Case Analysis #2: Case analysis study of "Social Media and the Planned Parenthood Susan G. Komen for the Cure Controversy."

Week 10, March 16 Spring Break No Class

Week 11, March 23 Managing Staff, Volunteers, and Partnerships

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

Jeffrey L. Brudney. "Designing and Managing Volunteer Programs." In Renz, chapter 24.

pp. 753–793.

Christine Letts and Danielle Holly. 2017. “The Promise of Skills-Based Volunteering.” *Stanford Social Innovation Review*, Fall 2017.

Case Study: “Mozilla: Scaling Through a Community of Volunteers.”

Assignment Due (Group): Each group will submit detailed outline, which lists the major points in the presentation, any figures and tables, and a bibliography.

Week 12, March 30 Managing Partnerships

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

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.

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

Case Study: “Green Dot Public Schools: To Collaborate or Compete?”

Week 13, April 6 Leadership and Change Agents

Lunenburg, Fred C. 2010. “Managing Change: The Role of the Change Agent.” *International Journal of Management, Business, and Administration* 13(1): 1-10.

Glenn Llopis. 2014. “Every Leader Must be a Change Agent or Face Extinction.” *Forbes*, March 24, 2014.

Julie Battilana and Tiziana Casciaro, Tiziana. 2013. “The Network Secrets of Great Change Agents.” *Harvard Business Review*, July-August 2013.

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

Assignment Due: Reflection Paper #2

Week 14, April 13 Nonprofit Advocacy

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.

Ashley Fetters. 2017. “The Rise of the ‘Rage-Donation’.” *GQ Magazine*, January 2017.

Week 15, April 20 Measurement and Accountability

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.

Case study: “GuideStar: Data as a Tool for Nonprofit Transformation”

Week 16, April 27 Class Presentations

May 11 Take-Home Final Exam Due by 11:59 P.M.