



# USC

## MDA 300X – SPRING 2024 DORNSIFE TOOLKIT

### **“DOING GOOD: HOW TO START AND RUN A SUCCESSFUL NONPROFIT ORGANIZATION”**

**Instructor:** Kambiz “Kamy” Akhavan

**Class:** Wednesdays 10:00am – 11:50am (Grace Salvatori Hall – GFS 229)

**Office Hours:** Mondays 4-5pm (SOS B15) or by appointment; Zoom OK too

<https://usc.zoom.us/j/5822757940>

**Contact info:** kakhavan@usc.edu

#### **Course Description**

This course will lead students through the process of setting up a nonprofit for long-term success. We will learn about the pros and cons of various nonprofit structures, how to create legally required bylaws, dealing with the IRS and state regulatory agencies, hiring, building your board, marketing, partnerships, measuring impact, and of course fundraising - from events to grants to program-based revenue. The course will be highly interactive (debates, storytelling, discussion), practical, and even fun. It will also feature many prominent nonprofit leaders as guests.

#### **Instructor Bio**

Kambiz "Kamy" Akhavan serves as Executive Director of the USC Center for the Political Future whose mission is to inspire and train future generations of civic leaders in practical politics and civil discourse. Prior to that role, Kamy was CEO of ProCon.org, the nation's leading source of nonpartisan research on controversial topics.

Kamy has decades of experience in creating and delivering educational content on important issues to more than 300 million people, including students at more than 12,000 schools in all 50 states and 100 countries. He has been published and interviewed in textbooks, magazines, television, radio, newspapers, and websites including Reuters, Associated Press, Fox News, ABC, Washington Post, NPR, CNN, and CBS.

Kamy is an accomplished veteran in management, leadership, research, politics, marketing, media affairs, web development, SEO, and startups. He is a professional speaker on bridging divides, unconscious bias, civic engagement, and nonprofit leadership.

He serves on multiple nonprofit boards, including The Psychology of Technology Institute, Listen First Project, Critica, Team Awareness Combatting Overdose (TACO), and The Society Library. He is involved in businesses with double bottom lines - do well and do good – including Common Ally, Gell.com, PERKS, and several startups.

Kamy was born in Iran, grew up in southern Louisiana, and has lived in California for over 25 years. He holds a BA and MA in History from UCLA.

### **Learning Objectives**

This course meets the following learning objectives for the Department of Political Science:

- The development of critical thinking and a refined set of skills in analytical thinking, problem-solving, and persuasiveness
- Competence and knowledge to speak about social issues in small groups and large venues
- Familiarity with advocacy work including organizing, fundraising, marketing, and impact measurement

### **Description and Assessment of Assignments**

To receive credit (CR) for the Credit/No Credit undergraduate course, students must earn the equivalent of a C- (70%) or higher.

### **Grading Policy**

- 30% participation (being present, engaging with fellow students, interacting with instructor and guests, completing readings and assignments)
- 5% attend one office hours for one-on-one consulting on your nonprofit
- 10% one pager (1) – due February 7
- 10% fundraising strategy plan (2) – due February 14
- 10% elevator pitch written out (3) – due March 6
- 10% 10-20 slide pitch deck (4) – due April 3
- 5% grant proposal –OR- The Tipping Point self-analysis – due May 6 by noon
- 20% final polished versions of the four previously submitted assignments – due May 6 by noon; must be significantly improved to receive credit

### **Make up and late assignments**

You can make up 3 absences worth of participation points by completing an *optional* reading and writing a paragraph with your thoughts about it (not a summary) OR attending an additional office hours. Make ups must be completed within two weeks of the missed class or they don't count. Late assignments are penalized 10% for every date late.

### **Communication Policy**

Office hours are Mondays from 4:00pm – 5:00pm in SOS B15 or by appointment for in-person, phone, or Zoom. Emailed questions or concerns normally get a response within 48 hours.

## **Topics and Assignments**

### **Lesson One: WHY YOU SHOULD START A NONPROFIT (January 10)**

#### Before Class:

No assignment before week one

#### Overview:

The class begins with a discussion of the social and economic benefits of the nonprofit industry in general. The status of charity in America, the range of programs within the nonprofit sector, and the challenges facing the industry will be discussed. In class, students will write no more than one page about why they are considering starting a nonprofit organization. The explanation should identify one or more nonprofit organizations, leaders, or programs they admire and why. It can also focus on a problem that is underserved and how their ideal nonprofit organization would address that problem. Students should be prepared to share their stories with the class in 2 minutes or fewer.

*Optional Reading:* “[Trust: Understanding My Why](#)” by Deb Richard (book); “[Start with Why](#)” by Simon Sinek (book); “[Why Simon Sinek Is Fundamentally Wrong](#)” by Dominic Monkhouse (article); “[The Nonprofit Sector in Brief](#)” by Natl. Center for Charitable Statistics (article)

### **Lesson Two: WHY YOU SHOULD NOT START A NONPROFIT (January 17)**

#### Before Class:

The students will read:

“Alternatives to Starting a Charitable Nonprofit” by Joanne Fritz

<https://www.thebalancesmb.com/alternatives-to-starting-nonprofit-2502285>

“The Benefits and Disadvantages of Forming a Nonprofit Company” by Heather Huston

<https://www.bizfilings.com/toolkit/research-topics/incorporating-your-business/the-benefits-of-forming-a-nonprofit-company>

“What Are the Advantages/Disadvantages of Becoming a Nonprofit Organization?” by Grantspace

<https://grantspace.org/resources/knowledge-base/pros-and-cons/>

“Don’t Do It: Don’t Start a Nonprofit” by Dahna Goldstein

<https://blog.boardsource.org/blog/dont-start-a-nonprofit>

And students will watch:

“The Case for Letting Business Solve Social Problems” by Michael Porter (VIDEO)

[https://www.ted.com/talks/michael\\_porter\\_the\\_case\\_for\\_letting\\_business\\_solve\\_social\\_problems](https://www.ted.com/talks/michael_porter_the_case_for_letting_business_solve_social_problems)

“Why We Shouldn’t Trust Markets to Our Civic Life” by Michael Sandel (VIDEO)

[https://www.ted.com/talks/michael\\_sandel\\_why\\_we\\_shouldn\\_t\\_trust\\_markets\\_with\\_our\\_civic\\_life](https://www.ted.com/talks/michael_sandel_why_we_shouldn_t_trust_markets_with_our_civic_life)

and prepare to debate both sides of the issue: is it better to start a nonprofit or a for-profit to achieve the social good you seek?

#### Overview:

This class will discuss social benefit corporations (B corps), private philanthropy, government work, and the unique solitary role of inspirer/fundraiser/executor in nonprofit leadership.

Students will debate the merits of starting a 501c3 nonprofit vs. a different type of nonprofit vs. starting a social benefit for-profit vs. making lots of money and donating it without starting any new organization.

### **Lesson Three: MECHANICS OF A STARTUP (January 24)**

#### Before Class:

Visit Charity Navigator and read the profiles of at least three of the Most Viewed Charities

<https://www.charitynavigator.org/index.cfm?bay=topten.detail&listid=15>.

Read the Charity Navigator methodology

<https://www.charitynavigator.org/index.cfm?bay=content.view&cpid=5593>

#### Overview:

Students will learn IRS requirements for forming a 501c3 nonprofit public charity. Students will learn how to search for available business names, URLs, and related organizations. Students will know the timelines, required forms (including bylaws, Form 990, audited financials), and initial investment needed to start a nonprofit, plus how to make and implement early staffing decisions.

*Optional Reading:* “[Start a 501c3 Nonprofit That Doesn’t Ruin Your Life](#)” by Audrey Chisholm (book); “[How to Start, Run, and Grow a Successful Nonprofit Organization](#)” by Aaron Sanders (book); “[How to Start a California Nonprofit](#)” by California Association of Nonprofits (article)

## **Lesson Four: RESEARCH – COMPETITION, PARTNERS, & MARKETS (January 31)**

### Before Class:

Students will find and review the latest 990 form for the University of Southern California and two nonprofits related to one they would like to start.

Students will also read Chapter One of *Nonprofit Hero: Five Easy Steps to Successful Board Fundraising* by Valerie Jones.

*Optional: Do these two activities referenced in Chapter One: giving dos and don'ts and personal mission statement.*

### Overview:

This class will examine the 990 forms required of all nonprofits to understand financial health, reporting regimens, and how to identify revenue sources. This class also examines how partnerships work among nonprofit organizations.

## **Lesson Five: STORYTELLING (February 7)**

### Before class:

**[1<sup>ST</sup> ASSIGNMENT; 10% OF GRADE]** The students will write a one-pager describing their organization with a heavy focus on the obstacle their organization removes (the villain) from the needed solution (their nonprofit's programs). Use storytelling tactics. Emotional appeal (the problem, the need; focus on one person or specific community). Logical/reason appeal (how you are making a measurable difference; stats on the problem). And higher authority appeal (who's on the team; testimonials; partners; awards; name drop here). The one-pager will be re-written numerous times throughout the class so make sure your concepts and placeholders are included even if your language or support needs refining. The one pager is a marketing tool. Make it realistic – more like a brochure than a class assignment. Search or ask for examples.

### Overview:

The class will review how to attract support for their cause through storytelling and marketing. The class will learn storytelling techniques from nonprofit websites and videos.

*Optional Reading: “[Start Me Up: Tips, Tales, and Truths about Starting Up and Starting Over](#)” by Jeannie Edmunds (book); “[Storytelling: The Secret Sauce of Fundraising Success](#)” by Lynn Malzone Ierardi (book)*

## Lesson Six: FUNDRAISING STRATEGY (February 14)

### Before Class:

Students will read two articles:

“Ten Nonprofit Funding Models” by Foster, Kim, and Christiansen

[https://ssir.org/articles/entry/ten\\_nonprofit\\_funding\\_models](https://ssir.org/articles/entry/ten_nonprofit_funding_models)

“Top Nine Nonprofit Funding Sources for Any Organization” by GoFundMe

<https://www.gofundme.com/c/blog/nonprofit-funding-sources>

**[2<sup>ND</sup> ASSIGNMENT; 10% of grade]** Students will use what they learn as the basis for creating their own 1-2 page document on how they plan to raise money for their own nonprofit. Identify which strategies you plan to use and how much money you think each strategy will deliver over what period of time. Then compare those revenues against your expected expenses. Explain why you are pursuing those specific revenue sources, timelines, and amounts. This document is your financial plan of operation. Make sure it is realistic and includes specific numbers for expenses and revenue. Think about funding you can secure up front and quickly vs. donations that may take months or years.

### Overview:

Students will learn about program revenue, foundation support, crowd sourcing, high net worth donors, online donations, sponsorships, and other forms of making money for their nonprofits.

*Optional reading: “How Nonprofits Generate Revenue Streams” by Joanne Fritz*

<https://www.thebalancesmb.com/where-do-nonprofits-get-their-revenue-2502011>

*“Is Diversification of Revenue Good for Nonprofit Financial Health?”*

<https://nonprofitquarterly.org/is-diversification-of-revenue-good-for-nonprofit-financial-health/>

## Lesson Seven: BUILDING THE BOARD (February 21)

### Before class:

Students will also read Chapter Two of *Nonprofit Hero: Five Easy Steps to Successful Board Fundraising* by Valerie Jones.

Then students will download a copy of

[https://docs.google.com/spreadsheets/d/14\\_sDb8PAvvCkG\\_UINTNaR5ldZN53cTzwV0yJF8Psc10/edit#gid=0](https://docs.google.com/spreadsheets/d/14_sDb8PAvvCkG_UINTNaR5ldZN53cTzwV0yJF8Psc10/edit#gid=0) to use as their worksheet. Write down 12 board members (6 they personally know and 6 they WISH they could recruit) for their nonprofit. Mark all criteria appropriately (race, gender, political ideology, geography, age, etc.).

Overview:

What makes a great board? How do you solicit them? How do they get oriented? How much do they work with you vs. for you? How to establish term limits and replacement procedures? What if a board member is terrible? Do you really need a board? What about an advisory board?

**Lesson Eight: SPECIAL SESSION WITH GUEST TBD (February 28)**

Before class:

The students will visit <https://www.16personalities.com/>, take the personality quiz, and record their personality type – Analyst, Diplomat, Sentinel, Explorer – and which traits are most dominant – empathy (E), intuition (I), observation (O), judgment (J), etc. in your personality type. Read the part of chapter three “Do It Your Way” in *Nonprofit Hero* about your specific personality type (OK to ignore the others) and write a few sentences about how you think this Myers-Briggs Type Indicator test influences how you think about YOUR nonprofit.

**Lesson Nine: MAKING THE PITCH FOR FUNDING (March 6)**

Before Class:

Students will watch at least six videos from the 2020 Fast Pitch competitions (<https://www.youtube.com/watch?v=UNaK3IGQyZI>) and work on making their own 2-3 minute verbal pitch for funding support for their nonprofit. Students will come to class prepared to discuss the pros and cons of the pitches they saw. Students will also come to class with a written draft of their pitch. OK to borrow language and structure from your one pager. [3<sup>RD</sup> ASSIGNMENT – 10% OF GRADE]

Overview:

The class will learn about first impressions, pitching, reading the audience, follow ups, and pre-pitch research. Students will read or make their pitch to the class.

**SPRING BREAK – NO CLASS MARCH 13**

**Lesson Ten: MEASURING IMPACT (March 20)**

Before Class:

Students will examine the websites of five nonprofits related to the one they wish to create and pay close attention to which metrics those organizations use to brag about their impact.

Using those examples, students will create 10-20 simple slides showing their organization's mission, origin story, profile of you, board members, fundraising strategy, and more. Students should use storytelling techniques... and be brief! [4<sup>TH</sup> ASSIGNMENT – 10% OF GRADE]

Overview:

Students will learn about how to measure the efficacy of their programs using social media metrics, online traffic, survey data, third party assessments, testimonials, and other methods.

## **Lesson Eleven: SOCIAL & ONLINE MARKETING (March 27)**

Before class:

Students will read two short articles:

“13 Ways to Level Up Your Nonprofit’s Social Media Engagement Tactics”

<https://www.classy.org/blog/nonprofit-social-media-engagement-tactics/>

“10 Website Design Best Practices for Nonprofits”

<https://www.nptechforgood.com/101-best-practices/10-website-design-best-practices-for-nonprofits>

Overview:

Students will learn how to focus websites and social media to attract their most desired audiences and compel them to take the most desired actions for their nonprofit. Students will learn about marketing via Facebook, Twitter, Instagram, YouTube, and potentially other channels for their specific nonprofits. Students will also learn about website marketing – tips for construction, coding, design, interactivity, etc. that are geared to elicit top search engine rankings. Students will also learn about online advertising.

## **Lesson Twelve: WRITING A GRANT (April 3)**

Before Class:

Students will create a free account at Foundation Center and use it to identify five foundations to whom they would like to submit an application for funding. Students will then read the latest 990 form and website for each of those foundations.

Students will also read:

“Top 5 Tips for Successful Grant Proposals” by Herbert and Neubauer



<https://grantspace.org/resources/blog/top-5-tips-for-successful-grant-proposals/>

“Writing a Successful Grant Proposal” by Davis

<https://preventoverdoseri.org/wp-content/uploads/2017/05/writing-a-successful-grant-proposal.pdf>

Overview:

Students will learn about foundation research – which ones to solicit? How much to ask? LOIs vs. grant requests vs. no solicitation. Students will learn about grant writing techniques.

### **Lesson Thirteen: SPEED CONSULTING ON ONE PAGERS, REVENUE PLANS, and PITCH DECKS (April 10)**

Before Class:

Students will continue to develop their one pagers, revenue plans, and pitch decks. They will come to class with a laptop or print outs to display these key documents. USC Advancement staff and former Doing Good students will be invited to give feedback, too.

Overview: Students will give each other feedback on the one pagers, revenue plans, and pitch decks. Be critical and constructive. The idea is to beat up these documents in a friendly setting so they are in great shape for far more skeptical audiences.

### **Lesson Fourteen: SPEED CONSULTING ON PITCHES (April 17)**

Before Class:

Students will watch two videos to better understand the importance of fundraising and networking in nonprofit work.

“3 ways to be a more effective fundraiser”

[https://www.ted.com/talks/kara\\_logan\\_berlin\\_3\\_ways\\_to\\_be\\_a\\_more\\_effective\\_fundraiser/transcript](https://www.ted.com/talks/kara_logan_berlin_3_ways_to_be_a_more_effective_fundraiser/transcript)

“What it takes to be a great leader”

[https://www.ted.com/talks/roselinde\\_torres\\_what\\_it\\_takes\\_to\\_be\\_a\\_great\\_leader/transcript](https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader/transcript)

Overview:

Students will present their nonprofit business ideas in fast pitch breakout rooms with nonprofit professionals, including some recent USC graduates. Make your pitch and solicit advice on any element of your business that are struggling with. The idea is that you’ll gain perspectives and information to help improve your written documents for the final AND make some meaningful connections with people who can help your nonprofit grow. USC Advancement staff and former Doing Good students will be invited to give feedback as well.

## **Lesson Fifteen: TYING IT ALL TOGETHER – FINAL PITCHES (April 24)**

### Before Class:

Students will update their elevator pitches with pointers accumulated to date.

Students will watch:

“Your Body Language May Shape Who You Are” by Amy Cuddy

[https://www.ted.com/talks/amy\\_cuddy\\_your\\_body\\_language\\_may\\_shape\\_who\\_you\\_are?language=en](https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are?language=en)

### Overview:

Students will present their elevator pitches in class to a panel of judges, including their fellow students. 3 minutes max. per presentation. No background visuals or pitch decks. You can use a prop or handout if desired. **[5<sup>TH</sup> ASSIGNMENT – 10% OF GRADE]**

### **FINAL (due by Monday May 6 at NOON)**

Students will present significantly improved final versions of three prior written assignments:

- one pager (PDF format; 1 page)
- fundraising strategy (PDF; 1-2 pages)
- pitch deck (Google Slides; 10-20 slides)

AND

- grant proposal (PDF; 5-15 pages) OR 1+ paragraph(s) on which Tipping Point type you are and why (not a summary of the book, but a 2-paragraph reflection of whether you are a maven, connector, or salesperson; why; and how this affects your nonprofit)

IF NEEDED

\* verbal elevator pitch (ONLY if pitch not already made on April 24)

Each final item submitted must be significantly improved from the initial draft previously turned in. Resubmitting what you already turned in is insufficient. Students will not receive credit for work that does not reflect significant thought and progress from the first drafts.

### *PAST GUEST LECTURERS AND JUDGES HAVE INCLUDED:*

EV Boyle, VP Fast Pitch Board, Business Consultant, Annenberg Professor

Howard Brodwin, Founder/Managing Director, Common Ally

Dallas Dishman, President of the David Geffen Foundation

Shawn Escoffery, Executive Director, Roy & Patricia Disney Family Foundation

Jenni Hargrove, “Nonprofit Jenni,” Host of the Nonprofit Jenni podcast

Scott Heimlich, VP of Amgen Foundation and Director of Philanthropy

Mir Harris, Director of Partnerships at Kamp Grizzly, ED at The Anderson .Paak Foundation

Jamie Joyce, Founder of The Society Library; Co-Founder, LeafLets Kits

John Kobara, former COO of the California Community Foundation