

Department of Public Policy
University of Connecticut

Leading and Governing Nonprofit Organizations (PP 5323)
Online
Fall 2019

This syllabus provides you with an overview of the course. **Please note** if there is any discrepancy between this static syllabus and the online sessions syllabus in HuskyCT, always go with HuskyCT, as updates can occur. Always feel free to contact me with any questions.

Instructor

David Garvey, Ph.D.

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Instructor Availability: By email and phone, Skype or office appointment.

Course Description

This course examines the strategies and skills of leading and governing that support the building of a healthy and sustainable nonprofit organization that meets the needs of its community and stakeholders. A strong focus is placed on applying leadership skills that build the organization, engage with the community and manage strategic partnerships. In addition, a strong emphasis of the course focuses on developing effective nonprofit governing boards operating practices and cultivating the key working partnership with the CEO.

Course Objectives

This course is part of a four-part UConn Department of Public Policy graduate certificate in *nonprofit management*. The education in this course is part of a continuum of learning connected with the companion courses of the certificate: *Business Functions of Nonprofit Organizations*, *Grant Writing and Fund Development of Nonprofit Organizations* and *Program Development and Evaluation*.

Through participation in this course, you should be able to:

- Articulate the historic and current dynamics and influences that are impacting the capacity of American nonprofit sector to perform.
- Articulate a process for community engagement with stakeholders (both internal and external) that brings community needs, assets and desired outcomes into the mission and strategic decision-making of the nonprofit.
- Create operating practices for a nonprofit governing board that works in productive partnership with the CEO and supports the growth and sustainability of organization in meeting of community needs.
- Choose organizational strategies, based on an organization's growth position and environment; that guide the direction of the nonprofit for sustainability and meeting community needs.
- Articulate the leadership skills needed to build a nonprofit organization and manage collaborations that further the mission of the nonprofit and its partners in meeting community needs.

Class Participation

Engaged online discussion is essential to success in this class. All assigned readings are expected to be completed on schedule to promote a lively, informed discussion grounded on course readings.

Course Requirements and Grading

Course Grading:

Course Assignments	Grade Weight
Discussions (Post to assignment and response to peers)	50%
Reflective Paper #1	15%*
Reflective Paper #2	15%*
Reflective Paper #3 or Case	20%*
TOTAL	100%

* Whichever paper grade is the highest will receive the 20%.

Discussions

You will notice an equal relevance given to discussion and papers. That is because I equally value the work you do in your discussion posts as well as your papers.

There are nine discussion activities each graded out of 100 points. Consider them as mini papers; you are expected to research the topic using course readings (outside readings you have discovered are also encouraged) and post an original initial response and respond to a classmate's post. Similar to reflective papers—observations, perspectives and arguments of your posts are expected to be supported (cited) by course readings, other researched readings or relevant personal professional experience. Lack of citation (author name, year) reduces the power of your argument. A citation summary (referenced materials) at the end of your discussion is expected of each post; whether it is your original post or responding to a classmate's post.

Average length of a typical discussion post is between 400-600 words or whatever you need to make your point succinctly.

Your original discussion post is due on the Saturday 11:59 pm. EST of the session week. Your response to a classmate's post is due on Sunday at 11:59 pm. EST.

Reflective Papers and Cases

There are three reflective papers each graded out of 100 points. Papers should be double spaced in 12 point Times Roman and 4-8 pages in length or whatever you need to make your point succinctly. See grading rubric in HuskyCT for additional criteria. For guidance on writing papers please review pages 2-8 (minus section on Policy and Management Memoranda), 10 and 11-15 of the [Department of Public Policy Writing Guide](#). Further details and guidelines are provided in each paper assignment within HuskyCT.

Due Dates

All course due dates are identified in the Course Schedule in HuskyCT. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. Emergencies or exceptional circumstances can be discussed. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated through Husky CT Announcements.*

Feedback and Grades

My continual goal is to provide feedback and grades within one week of submission. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Grading Scale:

Grade	Letter Grade	GPA
97-100	A+	4.3
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
Matriculated Nonprofit Certificate seeking students must receive a "B" average" for the four certificate courses in order to earn the certificate.		
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](#))

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps @ UConn Accessibility](#), [Google for Education Privacy Policy](#))
- Microsoft Office (free to UConn students through uconn.onthehub.com) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

NOTE: This course has NOT been designed for use with mobile devices.

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

Required Texts

Required Text:

Collins, J. (2005). *Good to Great and the Social Sector*: HarperCollins. ISBN-10: 0977326403
The text is available through a local or online bookstore, such as Amazon.

Required Article:

Leading Change: Why Transformation Efforts Fail, by John Kotter
Article can be purchased at the Harvard Business Review: <http://hbr.org/product/leading-change-why-transformation-efforts-fail-hbr-classic/an/R0701J-PDF-ENG>

Required Practitioner Journals

We use many articles that were originally published by the [Stanford Social Innovation Review](#) (SSRI) and the [Nonprofit Quarterly](#). SSRI you can find for free at our [UConn Online Library](#). Subscriptions to SSRI and the Nonprofit Quarterly are a bargain. Both are excellent magazines and well worth the investment of for deeper dives into each publications' vast archives.

To subscribe click here: [SSRI](#) and [Nonprofit Quarterly](#).

Locating All other Readings& Resources

Additional course readings and media are available within HuskyCT, through either an Internet link or in the Reading Folder for each session.

Additional Resources for Papers and Discussions: Go to Nonprofit News Resources in **HuskyCT**.

These are wonderful FREE sources for current news and issues being addressed in the nonprofit sector.

A Note on the Readings

There are substantial readings in this class. But do not be alarmed, a large portion of the materials are current practitioner reports that allow us to connect theory to practice. Your core reading responsibility for the practitioner reports are the executive summaries and key findings.

View these reports as a resource for discussion and your work. You can delve deeper into the sections of these reports for areas that interest you or provide more detail for your specific course papers or discussion posts. My goal is to provide you with current information that will inform our discussions, your submitted work and in your practice in the nonprofit, philanthropic and/or public sectors.

- 1) **Readings:** These are essential required readings that will frame our discussions and that advance promising practices in nonprofit management and operations.
- 2) **Practice and Issues—Current Reports:** As mentioned above, these are practitioner reports that bring to light current issues in the field. Your core reading responsibility for the practitioner reports are the executive summaries and key findings. These reports are always “open-book” to you and at your disposal. You will not be tested for memory on the data in these reports, but I expect you to use information in these reports and articles to substantiate your submitted work in class.
- 3) **Optional Readings and Resources for Continued Inquiry:** Not required reading, but recommended if you wish to dig deeper into an issue. As with the current reports above, it is my hope that you will be able to use these resources as a continued support for your work in the nonprofit and government fields now and in the future.
- 4) **Resources (Optional):** Solid web resource centers to support additional inquiry into trends and promising practices in the field.

Locating All Readings & Resources

Unless noted on page 5 as a purchased article, all course readings and media are available within HuskyCT, through either an Internet link or in the Reading Folder for each session.

Keeping Up-to-Date with News in the Nonprofit Sector

These are wonderful FREE sources for current news and issues being addressed in the nonprofit sector include:

- [The Philanthropy New Digest](#) (Foundation Center)
- [Philanthropy Today](#) (Chronicle of Philanthropy) Click on Philanthropy Today Newsletter to register for free.
- [Nonprofit Times Online Newsletter](#)
- [Nonprofit Quarterly](#)
- [Stanford Social Innovation Review](#)

Assignment Descriptions

Discussion Posts

Consider online class discussion posts as mini papers; you are expected to research the topic (course readings) and to contribute to the discussion question dialogue. Similar to other assignments—observations, perspectives and arguments are expected to be supported (cited) by course readings and materials. Lack of citation (author name, year) reduces the power of your argument.

Remember to add a title to your post: Give it a theme to guide the reader.

Average length is between 400 – 500 words or whatever you need to make your point succinctly. A citation (referenced materials) summary at the end of your discussion is expected of each post; whether it is your original post or responding to a classmate's post.

Click here for a [Sample Discussion Post](#).

Reflective Papers

Papers should be double spaced in 12 point Times Roman and 4-8 pages in length or whatever you need to make your point succinctly. View the grading rubric for additional criteria. For guidance on a writing papers please review pages 2-8 (minus section on Policy and Management Memoranda), 10 and 11-15 of the Department of Public Policy Writing Guide. Remember to support all positions of your paper, especially your recommendation, with cited course readings, other researched readings and/or relevant personal experience material.

For each paper, imagine you are asked to write a journal article: What is the point you want to make? How do you articulate and back up your argument on the current condition? What is your perspective on the issue's impact on the sector? What is your recommendation for addressing the issue? Remember back up every element of your paper, including your recommendation, with cited material.

Reference Page: Please see the UConn library's APA standards summary guide. It does not cover all situations but provides solid templates for you to work and adjust as need be. As long as your reference page provides the author, article/book title and publication date in a consistent format you will be fine.

Citation Writing Note: Use last name of author(s) and year of publication in citations—example: (Smith, 2011)—in your paper. Make sure your citation is in your reference page.

Anonymity in Papers

If you choose to write about an actual nonprofit in your papers you may choose to provide anonymity by naming the nonprofit “the organization” or a similar non-identifying phrase.

Course Schedule at a Glance

The Course is grouped into 5 Modules which are divided into 14 Weeks. The 15th Week is for the Final Paper.

Week	Start Date	Topic	Assignments and Due Dates
1	8/26	Course Orientation	Introduction Post (8/29) Practice Assignment (8/30)
Module 1		History and Evolution of the Nonprofit Sector	Weeks 2 & 3
2	9/2	Session 1: Evolution of the American Nonprofit Sector	Mandatory Web Meeting (9/4) Discussion Post (Due 9/7) Response Post (Due 9/8)
3	9/9	Session 2: Current Trends in the Nonprofit Sector	Discussion Post (Due 9/14) Response Post (Due 9/15)
Take the Initial Course Survey. Available 9/15—9/21 on the course homepage.			
Module 2		Why Nonprofits?	Week 4
4	9/16	Session 3: Community Engagement and the Nonprofit Sector	Discussion Post (Due 9/21) Response Post (Due 9/22)
Module 3		Governing the Nonprofit	Weeks 5, 6, 7 & 8
5	9/23	Session 4: Frameworks and Approaches to Governance	Discussion Post (Due 9/28) Response Post (Due 9/29) <i>Rosh Hashanah 9/29 – 10/1</i>
6	9/30	Session 5: Stewardship and Board Operations	No Assignment Due Paper 1 Assigned
7	10/7	Session 6: Board Development and Dynamics Those observing the holidays who need two more days to complete the paper please contact me.	Paper 1 (Due 10/13) <i>Yom Kippur 10/8 – 10/9</i>
8	10/14	Session 7: The Board and CEO Relationship	Discussion Post (Due 10/19) Response Post (Due 10/20)
Module 4		Leading and Building Your Organization	Weeks 9, 10 & 11
9	10/21	Session 8: The State of Nonprofit Human Resources	Discussion Post (Due 10/26) Response Post (Due 10/27)
10	10/28	Session 9: Your Leadership Style and Building Your Team	Discussion Post (Due 11/2) Response Post (Due 11/3)
11	11/4	Session 10: Building and Strengthening the Operation	Discussion Post (Due 11/9) Response Post (Due 11/10)
Module 5		Change, Adaption & Strategic Networks	Weeks 12, 13 & 14
12	11/11	Session 11: Expecting and Leading Change	No assignment Due Paper 2 Assigned
13	11/18	Session 12: Managing Strategic Partnerships - - Collective Impact	Paper 2 (Due 11/24)*
	11/24*	Thanksgiving Break 11/24 – 11/30*	Session 12 Discussion Post (Due 11/29)* Response Post (Due 11/30)*
14	12/2	Session 13: Managing Strategic Partnerships - - Strategic Networks	Optional Web Meeting (12/4) No Assignment
Take the Summative Course Survey. Available 12/7 - 12/15 on the course homepage.			
15	12/9	Examination Week	Final Paper or Case due 11:59pm, Thursday, Dec. 12

* Your second paper is due the first day of Thanksgiving break. Your discussion posts for Session 12, covered prior, are due the last two days of the break. I do this to give you the most time possible to submit your assignments. You are free submit the paper and complete the discussion posts before the break if you chose.

View

Dr. Garvey's Welcome

Assignment

- Discussion Post: Say Hello! Please post a short introduction of yourself for the class so that we can get to know a bit about each other. Here are some prompt questions:
- Why are you taking this course?
- What are your career goals?
- Where do you work or volunteer now? **Due 8/29**

Practice Assignment:

Due 8/30

Module Learning Objective

Student should be able to:

- Articulate the historic and current dynamics and influences that are impacting the capacity of American nonprofit sector to perform.

View

Dr. Garvey's Session 2 Introduction

EvolutionReadings

- Worth, M. (2009). *Nonprofit Management*. Chapter 1, Overview of Nonprofit Sector, pgs. 6-10.
- Worth, M. (2009). *Nonprofit Management*. Chapter 2 Understanding Nonprofit Sector pgs. 31-40.
- Tocqueville, A. (1840, 2001), *Democracy in America*. Signet, Chapter V, *Of the Use Which the Americans Make of Public Associations in Civil Life*. 4 pages.
- Dave's Nonprofit History Graphic

Current State and Influencing TrendsReadings

- Salamon, L. (2015). "The Four Impulses of Nonprofits and What They Each Create" *Nonprofit Quarterly* (Fall) pgs. 8-17.
- McCambridge, R. & Salamon, L. "In but not of the Market: The Special Challenge of Nonprofit-ness" *Nonprofit Quarterly* (Spring 2003) pgs. 8-14.

Practice and Issues: Current Reports: Examine Key Findings: Delve deeper if interested.

Nonprofits in America

- Urban Institute (2018). [Nonprofit Sector in Brief](#)
- National Council of Nonprofits (2017). [Myths About Nonprofits](#)
- National Council of Nonprofits (2017). [Economic Impact of the Nonprofit Sector](#)
- Independent Sector (2017). [Nonprofit Sector in Connecticut](#) (or your home state)
- National Council of Nonprofits (2017): [Impact of Nonprofits in Individual States](#)

Optional Resource on Nonprofit Sector Statistics

- Urban Institute: National Center for Charitable Statistics: <http://nccs.urban.org>

Employment and Structure **Examine Key Findings: Delve deeper if interested.**

- Johns Hopkins Nonprofit Economic Data Project (April, 2018) Nonprofit Employment Bulletin .46. [*Nonprofits: America's Third Largest Workforce.*](#)
- Brakman Reieser, D. "The Rise of Philanthropy LLCs" *Stanford Social Innovation Review* (Summer 2018) pgs. 26-33.

Are There Too Many Nonprofits? **Examine Key Findings. Delve deeper if of interest**

- Urban Institute (2012). [Panel Discussion Primer](#): Are There Too Many Nonprofits? **Figs. 1 & 2 that illustrate the distribution on nonprofits in the USA are very interesting.**

Optional Viewing

- Urban Institute (2012). [Panel Discussion](#): Are There Too Many Nonprofits?

A Challenge to Nonprofit Mapping: Who is Counted. Who is Not?

Examine key points. Key pages are 12-15 & 22-23. Solid points throughout.)

- Appe, S.(2019) "A Critical Perspective on Counting and Mapping Nonprofit and Voluntary Organizations. *Reframing Nonprofit Organizations: Democracy, Inclusion and Social Change.* Irvine, CA. Melvin & Leigh, pgs 12 – 25

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Overview of Philanthropy in America. **Examine Key Findings: Delve deeper if interested.**

- CCS (2017). [Snapshot of Today's Philanthropic Landscape](#) \$380billion. Digital rise

Optional Reading for Continued Inquiry: Excellent Working Document

- Whitley, T. (2018) N TEN: *Digital Fundraising: Embracing Your Strategic Potential.*

Optional Readings

Government Contracting and Congress

[This topic is covered in more detail in PP 5424 Grant Writing and Fund Development Course.]

- National Council of Nonprofits (2018). [Government-Nonprofit Contracting Issue Website.](#)
- Fyffe, S. (2015). *Nonprofit-Government Contracts and Grants: The State Agency Perspective*
- Urban Institute, Washington DC [**Excellent review of the state/nonprofit grant issues.**]
- Andrews, L. (2009). *How Late Government Contract Payments Harm Nonprofit Providers*, Connecticut Association of Nonprofits. Hartford.
- McKeever et al. (2015). *Nonprofit-Government Contracts and Grants: California Findings*, Urban Institute, Washington DC, **Examine Page 4.**

Optional Reading for Continued Inquiry

- Salamon, L. (2012) *The State of Nonprofit America*, 2nd Edition. Chapter 1, [The Resilient Sector: The Future of Nonprofit America](#), pgs. 3-73.
- Hall, P. D. (2006) "[A Historical Overview of Philanthropy, Voluntary Associations, and Nonprofit Organizations in the United States, 1600–2000.](#)" In: Powell, W. W. and Steinberg, R. (eds.), *The Nonprofit Sector: A Research Handbook*, second edition, New Haven, CT and London: Yale University Press. [Classic Text]

Assignments

1. Mandatory Class WebEX Welcome Discussion (Wed 9/4 at 7 pm)

2. Discussion Post: Using two or more references from our readings, provide a discussion post that promotes or argues against one or more positions from the readings. **Due 9/7.**

For example:

- Salamon's trends (impulses), challenges and opportunities of the nonprofit sector or the Convergence report,
- The viewpoint of the McCambridge & Salamon article,
- The condition of the Connecticut nonprofit sector, or
- Provide your perspective on one or more of the macro theories overviewed in Worth on the economic and social rational of the nonprofit sector's existence.

Remember: Posts integrating information and perspectives from multiple readings are encouraged.

Click here for a [Sample Discussion Post](#).

3. Post a response to a classmate's post. **Due 9/8.**

9/9	Session 2	Current Trends in the Nonprofit Sector	Week 3
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View

Dr. Garvey's Session 3 Introduction

Watch

[CBS Sunday Morning: New Orleans after Katrina: A Tale of Two Cities](#)

What does this video say about voice, power and influence in the nonprofit sector?

Voice

Readings

- The Editors "The Question of Class" *Nonprofit Quarterly* (Fall 2006) pgs. 8-17.
- Nelson, A. "For Richer, or For Poorer?" *Stanford Social Innovation Review* (Winter 2003) pgs. 6-7.
- Harris, M. "Poorer Neighborhoods, Fewer Charities. *Stanford Social Innovation Review* (Spring 2019). pgs. 64-65

Practice and Issues: Reports on Funding Disparities:

Examine Key Findings: Delve deeper if interested.

- Greenlining Institute (2006). Investing in a Diverse Democracy
- NCRP (2013). [*The State of Giving to Underserved Communities*](#)
- [*HIP \(2012\). Foundation Funding and Latino Community Priorities: Gaps and Opportunities*](#)
- First Nations Development Institute (2018). *Perspectives on Philanthropy's Underfunding of Native Communities and Causes.*
- NCRP (2009). [*Criteria for Philanthropy at its Best Report*](#) & [1 pager](#) [Recommendation for Funders]

Sector Trends

Practice and Issues: Current Reports:

Examine Key Findings: Delve deeper if interested.

Management

- Nonprofit Finance Fund (2017). [*State of the Sector 2018 Survey*](#)
- Stanford Social Innovation Review et al. (2017). [*Stanford Survey on Leadership and Management in the Nonprofit Sector*](#)

Evaluation & Data

- Innovation Network (2016). [*State of Evaluation 2016*](#)
- everyaction (2016). [*The State of Data in the Nonprofit Sector*](#)
- Gugerty, M. & Karlan, D. (Summer, 2018) "Ten Reasons Not to Measure Impact-and What to Do Instead", *Stanford Social Innovation Review*, pgs. 40-52.

Trust

- Perry,S. (2015). "1 in 3 Americans Lacks Faith in Charities,in Charities". *Chronicle of Philanthropy*. October 15, pgs. 9-14.
- Independent Sector (2016). *United for Charity: How Americans Trust and Value Charitable Sector*

Emerging Trends That Can Impact the Sector:

Examine Key Findings: Delve deeper if interested.

- James Irvine Foundation (2009). [*Convergence: How Five Trends Will Reshape the Social Sector*](#)
- CompassPoint (2011). [*Next Generation Organizations, 9 Key Traits*](#)
- Independent Sector (2017). [*Threads: Insights from the Charitable Community*](#)
- **New Activism:** Guerriero, P. & Wolf Ditkoff, S. "When Philanthropy Meets Advocacy" Stanford Social Innovation Review (Summer 2018) pgs. 48-54.
- **Financial Challenges:** Connecticut Council for Philanthropy & Nonprofit Alliance (2019). Response to Financial Challenges: A Funder and Nonprofit Survey. (Common to other regions of the country)
- **Need for Stronger Funder and Nonprofit Partnerships:** Center for Effective Philanthropy (2018). Strengthening Grantees: Foundation and Nonprofit Perspectives

Assignments

1. Using two or more references from our readings post a discussion of your choice: **Due 9/14.**

A. Voice: Based on the readings and reports in the Voice section and the rest of this module, do you agree with a hypothesis that race and economic status of nonprofit clients and staff has been and/or will be a factor in shaping the direction and influence of the nonprofit sector in American civil society? If so why, and depending on your perspective, advocate for one or more strategies you believe are needed for the future?

or

B. The Future: Reflect on one or more of the current states and/or emerging trends or challenges noted in the readings that you feel is vital for the nonprofit sector to address as a top priority(ies) and why.

2. Post a respond to a classmate's response: **Due 9/15.**

Module 2

Why Nonprofits?

Week 4

Module Learning Objective

Student should be able to:

- Articulate a process for community engagement with stakeholders (both internal and external) that brings community needs, assets and desired outcomes into the mission and strategic decision-making of the nonprofit.

9/16

Session 3

Community Engagement and the Nonprofit Sector

Week 4

View Dr. Garvey's Session 4 Introduction

Community Engagement

Readings

The Primer

- Gadotti, M. (1994). *Reading Paulo Freire: His Life and Work*, Chapter 4, A Pedagogy of Liberation, pp. 49-65; Translated by John Milton, State University of New York Press.
- Kretzman, J. & Mcknight, J. (1993). Building Communities from Inside Out: A Path toward finding and mobilizing a Community's Assets. *Asset-Based Community Development Institute, Northwestern University*. pgs 1-8.

In The Field

- Harwood, R. & Creighton, J. (2009). [*The Organization First Approach: How Programs Crowd Out Community*](#). Harwood Institute for Public Innovation. **Examine Key Findings: Delve deeper if interested.**
- **Read:** Twersky et al. "Listening to Those Who Matter Most, the Beneficiaries" *Stanford Social Innovation Review* (Spring 2013) pgs. 40-45.

Getting Digital with Engagement:

Examine Key Findings: Delve deeper if interested.

- N TEN (2018). *Digital Adoption in 2018: Advancements and Challenges to Digital Engagement at Nonprofits*.
- N TEN, Care2 et al. (2018). *2018 Digital Outlook Report: Expanding Your Nonprofit's Universe*.

Optional Reading

- Bridgespan (2013). [*From Input to Ownership: How Nonprofits Can Engage with the People they Serve to Carry Out their Missions*](#).
- Duncan, D. (2010). [*Redefining the Role of United Ways with Results Based Accountability and Asset Based Community Development*](#). United Way of Tucson and Southern Arizona. 6 pages.

Optional Resources for Continued Inquiry

- [Building Movement Project Community Engagement Web Library](#)
- Freire, P. (1970, 1996). *Pedagogy of the Oppressed*. New York, Continuum Publishing.
- Kretzman, J. & Mcknight, J. (1993). *Building Communities from Inside Out: A Path toward finding and mobilizing a Community's Assets*. Chicago: ACTA Publications

Advocacy

Read (Why you should advocate.)

- Crutchfield, L & McLeod Grant, H (2012). *Forces for Good, Revised and Updated: The Six Practices of High-Impact Nonprofits, 2nd Edition*. San Francisco: Jossey-Bass, Chapter 2: Advocate and Serve, pp. 47-72

Advocacy in 2018: National Politics and Current Impact on Nonprofit

Examine Key Findings: Delve deeper if interested.

Ongoing web updates provided by the Nonprofit Council of Nonprofits.

- [The Johnson Amendment: Protecting Nonprofit Nonpartisanship](#).
- [Federal Tax Cuts & Jobs Act](#)

What Almost Happened in 1995

- **Read:** Garvey, *New England Nonprofit Quarterly* (1995): The Istook Amendment. What Almost Happened.

Optional Reading (Rules of Advocating)

- Smucker, B. (2005). Nonprofit Lobbying. In Herman, R & Associates (Ed.), *Jossey-Bass Handbook of Nonprofit Leadership and Management 2nd* (pp. 230-253). Jossey-Bass.

Optional Resources for Continued Inquiry

- National Council for Nonprofits ([Everyday Advocacy](#))
- Independent Sector (Policy and Advocacy): https://www.independentsector.org/policy_advocacy
- Alliance for Justice (Advocacy): bolderadvocacy.org
- Connecticut Alliance of Nonprofits: <http://ctnonprofitalliance.org/public-policy/#sec1>

Theory of Change

Read

- Aspen Institute. [Community Builder's Approach to Theory of Change](#). pgs. 1-9 & 31-33
- Breast, P. (2010) "The Power of Theories of Change" *Stanford Social Innovation Review* (Spring). pgs. 46-51.

Resources

- Center for the Theory of Change: www.Theoryofchange.org
- Asset-Based Community Development Institute: www.abcdinstitute.org

Assignment

1. Using two or more references from our readings post a discussion of your choice one of these three questions: **Initial Post due 9/21.**
 - A. Do you agree that community voice and engagement should inform the development of a nonprofit's theory of change? If so, what practices and/or philosophies resonate with you (e.g. McKnight, Harwood, Freire, or others) and why?

or
 - B. You can choose to discuss the difficulties and opportunities for a nonprofit engaging community members in co-creation, especially if you wish to bring in your own experience with the process.

or
 - C. You may choose to discuss your position on what is the proper role of nonprofit organization engagement (advocacy) in government policy making.
2. Post a response to a classmate's post on this question. **Response Post due 9/22.**

Module 3

Governing the Nonprofit

Weeks 5, 6, 7 & 8

Module Learning Objective

Student should be able to:

- Create operating practices for sound stewardship of a nonprofit governing board, including processes for a healthy working partnership with the CEO that supports the growth and sustainability of organization in its meeting of community needs.

9/23	Session 4	Frameworks and Approaches to Governance	Week 5
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View

- Dr. Garvey's Introduction to Approaching Governance: The Frameworks

Readings

General Nonprofit Governance Primer

- Worth, M. (2009). *Nonprofit Management*. Chapter 3, Governance, pgs. 61-89.
- Renz, D. "Exploring the Puzzle of Board Design: What's Your Type" *Nonprofit Quarterly* (Winter 2004), pgs. 52-55.

- **New! Just Added. Challenge To Status Quo:** Metelsky, B., Guo, C. & Eikenberry, A. (2019) "Nonprofit Governance from Critical and Democratic Perspectives" *Reframing Nonprofit Organizations: Democracy, Inclusion and Social Change*. Irvine, CA. Melvin & Leigh, pgs. 79 - 91 (Case vignette, Mode Shift, is optional reading.)

Collaborative Governance

- Renz, D. "Reframing Governance II" *Nonprofit Quarterly* (Winter 2013) An update of the author's 2006 work "Reframing Governance" *Nonprofit Quarterly* (Winter 2006), pgs. 20-25.
- Frewirth, J. "Community Engagement Governance" *Nonprofit Quarterly* (Winter 2012): pgs. 64-73.
- Renz, D. "Networked Governance: Gaining New Insights into This Unique Approach to Leadership" *Nonprofit Quarterly* (Spring 2018): pgs. 8-12.
- Cronnforth, C., Hayes, JP. & Vangen, S. "Windows of Collaborative Opportunity: Considerations of Governance" *Nonprofit Quarterly* (Spring 2018): pgs. 24-29.

Optional Reading

- [Carver's Policy Governance Model in Nonprofit Organizations](#), by John Carver and Miriam Carver.
- Herman, R. & Heimovics, R. (1991). *Executive Leadership in Nonprofits Organizations*, Chapter 6, Learning Board-Centered Leadership skills: Guidelines for Chief Executives, pgs. 111-127.
- Chait, R., Ryan, W. & Taylor, B (2005). [Governance as Leadership: Reframing the Work of Nonprofit Boards, Chapter 6, Type III Generative Governing](#), pgs. 101-135

Optional Resources for Continued Inquiry

- Herman, R. & Heimovics, R. (1991), *Executive Leadership in Nonprofits Organizations: New Strategies for Shaping Executive-Board Dynamics*. Jossey-Bass: San Francisco.
- Carver, J. (2006) *Boards That Make a Difference: A New Design for Leadership in Nonprofit and Public Organizations*. Jossey-Bass: San Francisco.
- Chait, R., Ryan, W. & Taylor, B (2005). *Governance as Leadership: Reframing the Work of Nonprofit Boards*. Wiley

Assignment

1. Discussion Post: Using two or more references from our readings post a reflection on what approach (or aspect to an approach) to board governance do you prefer and why? Consider also: Is there a fit to a type of nonprofit and a time in its lifecycle to your preference. **Due 9/28.**
2. Post a response to a classmate's post on this question. **Due 9/29.**

9/30	Session 5	Stewardship and Board Operations	Week 6
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View

- Dr. Garvey's Introduction to Stewardship and Board Operations

Reading

- Independent Sector (2015). *Principles for Good Governance and Ethical Practice: A Guide for Charities and Foundations*. Washington DC: Independent Sector, pages 5-8.
- Independent Sector (2009). *Principles for Good Governance and Ethical Practice: A Guide for Charities and Foundations*. Washington DC: Independent Sector

Optional Encouraged Readings and Resource : The Board's Role in Advocacy

- BoardSource (2018). Stand For Your Mission: The Power of Board Advocacy ([Website](#))
- BoardSource (2017). Stand For Your Mission: The Power of Board Advocacy ([Discussion Booklet](#))

Optional Readings and Resources

- Zietlow et al. (2007) Sample By-Laws. [Financial Management for Nonprofits: Policies and Practices, Chapter 4A appendix](#), pgs. 116-129.
- Ostower, F. & Bobowick, M. (2006). [Nonprofit Governance and the Sarbanes-Oxley Act](#). Washington DC: Independent Sector & BoardSource
- Independent Sector: [Principles for Good Governance and Ethical Practice](#)
- Independent Sector: [Governance State Laws for the 50 States](#)

Assignment

1. Choose either assignment A or B. **Completed assignment due by October 13 (11:59 pm).**
Yom Kippur is 10/8 – 10/9. If you are observing the holiday and need two extra days to submit your assignment please contact me.

Using

- Panel on Nonprofit Sector (2007). *The Principles Workbook: Steering Your Board toward Good Governance and Ethical Practice*. Washington DC: Independent Sector & BoardSource

- A. Reflective Assessment: Using the Principles Workbook:** Steering Your Board toward Good Governance and Ethical Practice, review the board manual of your nonprofit (or of a nonprofit of your choosing).

Using the assessment grid template on page 8 of the Principles Workbook, provide recommendations for improving current policies or creating new ones for all 33 principles. Target completion dates can be general. Provide a 1-4 page (double spaced) introduction summary of your assessment findings and recommendation with your grid. If everything is good you will probably have close to a 1-2 page summary. If things need a need a bit more substantial fixing you may have to go into more detail to explain. [Provide a copy of the current board policy manual, bylaws or other relevant policies with your paper.]

Note 1: Not all nonprofits will have a board policy manual. Use what information and policies you can obtain to complete the assignment. If you cannot find a needed policy note it as missing with recommended action in your assessment grid.

Note 2: You may choose to keep you nonprofit anonymous, by simply calling it "the organization" and blacking out any mention of the organization's name in board manual or bylaw documents. If you come across issues with this process please contact me and let's talk.

or

B. Reflective Assessment of the Connecticut Science Partners Bylaws: The Connecticut Science Partners is a fictitious name for a real nonprofit. The organization has provided their bylaws for students from this class to review and provide an assessment.* The criteria of the assignment is the same as assignment A, however you only will use the bylaws provided. The key question is: What is missing and what can be improved upon.

* The organization has updated its bylaws. You are examining a historical point in time, before those bylaws improved.

View Dr. Garvey's Introduction to Board Development and Dynamics

Board Development and Life Cycle

Readings

- Axlerod, N. (2005). Chap. 6, Board Leadership and Development. In Herman, R & Associates (Ed.), *Jossey-Bass Handbook of Nonprofit Leadership and Management* 2nd (pp. 131-152). Jossey-Bass.
- Burns, M. [“Organizational Lifecycle and How It Impacts Your Board, Four life cycles”](#) BWB Solutions and *New England Nonprofit Quarterly* (Summer 1997, pgs. 36-38; Fall/Winter 1997, pgs. 37-39; Summer 1998, pgs. 52-56).
- Ostower, F. (2008). *Boards of Midsize Nonprofits: Their Needs and Challenges*. Urban Institute.

Who Matters

Readings

- Kinslow, R. (1995). The Client Knows Best: The Consumer's Impact on the Worcester Family Aids Project. *New England Nonprofit Quarterly*, Winter 1995.
- Bradshaw, P. “The Inclusive Boardroom” *Nonprofit Quarterly* (Winter 2012) pgs. 50-57.
- Saidel, J. “Commitment before Governing” *Nonprofit Quarterly* (Fall 2003) pgs. 48-50.
- Jenkins, G. (Summer, 2015) “The Wall Street Takeover of Nonprofit Boards”, *Stanford Social Innovation Review*, pgs. 46-52.

Board Dynamics

Readings

- Heiserman, O. “Boards Behaving Badly: Observations from the Field” *Nonprofit Quarterly* (Spring 2005) pgs. 58-62
- Millesen, J. & Martin, E. “Fear, Tradition and Serendipity: The Unacknowledged Drivers of Governance Strategy” *Nonprofit Quarterly* (Spring 2018) pgs. 14-23.
- Editors. “From Risk Management to Risk Leadership: A Governance Conversation with David Renz” *Nonprofit Quarterly* (Summer 2017) pgs. 14-23.

Practice and Issues: Current Report: Examine Key Findings.

- BoardSource (2017). [Leading with Intent: National Index of Nonprofit Board Practices](#)

More on Diversity in Board Leadership

Practice and Issues: Current Report: Examine Key Findings.

- Walker, V. & Davidson, D. (2010). *Vital Voices: Lessons Learned from Board Members of Color*. Washington DC: BoardSource.
- Lilly Family School of Philanthropy/BoardSource (2018). [The Impact of Diversity: Understanding How Nonprofit Board Diversity Affects Philanthropy, Leadership, and Board Engagement](#)

Board Fundraising

Practice and Issues: Optional Report for Continued Inquiry

- Nonprofit Research Collaborative (2012). [Engaging Board Members in Fundraising Special Report](#)

Assignment:

See session seven. **Paper due 10/13 by 11:59 pm.** Yom Kippur is 10/8 – 10/9. If you are observing the holiday and need two extra days to submit your assignment please contact me.

CEO/Board Relations

Readings

- Hiland, M. “Effective Board Chair—ED Relationships: Not About Roles!” *Nonprofit Quarterly* (Winter 2006) pgs. 49-50.
- Harrison, Y. et al. “Best and Worst of Board Chairs” *Nonprofit Quarterly* (Winter 2012) pgs. 86-91.
- Millesen, J. “Sherpa? Shepherd? Conductor? Circus Master? Board Chair” *Nonprofit Quarterly* (Winter 2004) pgs.39-42.

Examine Key Findings in Report

Alliance for Nonprofit Management (2016). *Voices of Board Chairs: National Study of How Chairs Prepare for and Perceive Their Role*

Practice and Issues: Current Reports Examine Key Findings

Executive Tenure Trends

- CompassPoint (2006). [*Daring to Lead 2006: A National Study of Nonprofit Executive Leadership.*](#)
- CompassPoint (2011). [*Daring to Lead 2011: A National Study of Nonprofit Executive Leadership.*](#)

Daring to Lead 2011 Briefs

- Bell, J. (2011). *Daring to Lead 2011: Brief 1. Leading Through a Recession.* CompassPoint
- Cornelius, J. (2011). *Daring to Lead 2011: Brief 2. Inside the Executive Director's Job.* CompassPoint
- Moyers, R. (2011). *Daring to Lead 2011: Brief 3. The Board Paradox.* CompassPoint

Practice and Issues: Current Reports Examine Key Findings

Financial Literacy of Nonprofits Leaders, Board and CEO

- Center on Philanthropy at Indiana University & Moody’s Corporation (2012). [*Financial Literacy and Knowledge in the Nonprofit Sector*](#)

CEO Succession Planning and the Board

- **READ:** Wolfred, T. “Stepping up: A Board's Challenge in Leadership Transition” *Nonprofit Quarterly* (Winter 2002), pgs. 18-23.

Practice and Issues: Current Reports Examine Key Findings

- Annie E. Casey Foundation (2008). [*Building Leaderful Organizations: Succession Planning for Nonprofits*](#)

Governance Trends

Examine Key Findings

BoardSource (2017). [*Leading with Intent: National Index of Nonprofit Board Practices*](#) (In Readings Folder)

Optional Board Assessment

Two Board Self-Assessments: Great Tools for Your Board (Optional)

- The Corporate Fund, Board Self-Assessment Questionnaire –[*Survey Guidelines.*](#)
- The Corporate Fund, Board Self-Assessment Questionnaire –[*Survey Questions.*](#)

- [The Board Checkup](#). Provided Free. Part of a sponsored research project on board effectiveness being carried out by Professors Vic Murray of the University of Victoria and Yvonne Harrison of the University of Regina.

Assignment

1. Provide a discussion post using two or more of the readings and reports of Sessions 6 and 7 that allows you to make a point about an issue of your choice concerning healthy board development, lifecycle impact, board recruitment considerations, board group dynamics, CEO and board relations and/or succession planning. **Due 10/19.**
2. Post a reply to the question then respond to a classmate's response. **Due 10/20.**

Module 4 Leading and Building Your Organization

Weeks 9, 10 & 11

Module Learning Objective:

- Articulate the leadership skills needed to build a nonprofit organization that further the mission of the nonprofit and its partners in meeting community needs.

10/21 Session 8

The State of Nonprofit Human Resources

Week 9

View

- Dr. Garvey's Introduction to the State of Nonprofit Human Resources

Readings

- Light. P (Fall, 2001) "The Content of Their Character: The State of the Nonprofit Workforce" *Nonprofit Quarterly*, pp. 6-16.
- Warwick, M. (Winter, 200&)"Guess Who's Socially Irresponsible" *Stanford Social Innovation Review*, pgs. 12-13.

Practice and Issues: Current Reports Examine Key Findings

Nonprofit HR Trends

- Nonprofit HR (2019). Talent Management Priorities for Nonprofits
- Independent Sector (2012). [Financial Security and Careers in the Nonprofit Sector Report](#)
- Fund the People (2018). *Status of Investment in Human Talent*

Diversity

- **Optional:** CompassPoint (2010) Multicultural Organizational Development in Nonprofits. **Still relevant, but more current strategies below.**
- Building Movement Project (2017). Race to Lead: Confronting the Nonprofit Racial Leadership Gap. (Places pressure square on the nonprofit sector.)
- Web Resource: Race To Lead, Building Movement Project
- **Read:** Thomas-Breitfeld, S. "How to Think Differently about Diversity in Nonprofit Leadership: Get Comfortable with Discomfort " *Nonprofit Quarterly* (Spring 2017) pgs. 22-27.
- **Read:** Fund the People (2019). Talent Justice: Executive Summary (Equity Strategies)
- **Read:** Fund the People (2019). Talent Justice: Access to Nonprofit Work (One Page Info Graphic.)
- **Web Resource:** Fund the People Talent Justice Tool Kit

Optional Reading for Continued Inquiry

- Center for Effective Philanthropy (2018). *Nonprofit Diversity Efforts: Current Practices and the Role of Foundations*.

What Generations Want

Review Key Findings

- CompassPoint (2008). [Ready to Lead? Next Generation Leaders Speak Out](#).
- **New:** Case Foundation (2019): Understanding How Millennials Engage with Causes and Social Issues
- Building Movement Project (2007). [What's Next? Baby Boom-Age Leaders in Social Change](#).
- Building Movement Project (2010). [What Works: Developing Successful Multigenerational Leadership Generations](#).

Volunteer Management and Engagement

Optional Reading

- Rehnborg, S.; Bailey, W.; Moore, M. & Sinatra, C. (2009). [Strategic Volunteer Engagement: A Guide for Nonprofit and Public Sector](#). RGK Center for Philanthropy and Community Service, Lyndon Baines Johnson School of Public Affairs, University of Texas at Austin.

Compensation

Optional Reading

- Third Sector New England (2017). [Valuing Our Nonprofit Workforce: A Compensation and Benefit Survey for Nonprofits in Southern New England and Westchester County, NY](#). Boston.

Legal

UPDATED UST (2019). [Nonprofit Employee Engagement and Retention Report](#).

Excellent Resources

- HR Council for the Nonprofit Sector: <http://hrcouncil.ca/home.cfm>
- Volunteering and Civic Life in America: <http://www.volunteeringinamerica.gov>
- The Value of Volunteer Time: http://www.independentsector.org/volunteer_time

Assignment

1. Discussion: Inter-relate at least two readings and reports to provide a discussion post on a dynamic(s) of the nonprofit organizations can attract high quality employees to the nonprofit sector and what is (are) holding the sector back and why. **Due 10/26.**
2. Respond to a classmate's post. **Due 10/27.**

10/28 Session 9

Your Leadership Style and Team Building

Week 10

Leading

View

- Dr. Garvey's Introduction to the Leadership
- [Lead Like a Great Conductor](#). TEDTalk.
- [Why Good Leaders Make Your Feel Safe](#) TEDTalk
- [Everyday Leadership](#). TEDTalk

Readings

Leadership

- Kotter, J. “What Leaders Really Do” Harvard Business Review (December 2001): pgs. 85-96. (*student purchase*)
- Kouzes, J. & Posner, B. (2007). *The Leadership Challenge*. Chapter 1. What Leaders Do and What Constituents Expect, pp. 3-26.
- Garvey, D. “Divided Houses Fall: Leadership Lessons—An Interview with Linda Stout” *New England Nonprofit Quarterly* (Summer 1997): pp. 6-16.
- Heifetz, R. et al. Leading Bolding. Stanford Social Innovation Review (Winter 2004) pgs. 20-31.
- Senge, P., Hamilton, H. & Kania, J. (Winter 2015). [The Dawn of System Leadership](#), Stanford Social Innovation Review. pgs. 26-33.
- Adams, T. & Bell, J. (2017). “Leading for Mission Results: Connecting Leadership Beliefs with Predictable Changes” (Winter). pgs. 18-24.

Building Teams

View: [Build a Tower](#) TEDtalk.

Read: Lencioni, P. (2003). The Trouble with Teamwork, Leader to Leader; Summer 2003, pgs. 35-40.

Collective (Shared) Leadership

Read

O’Neill, C. & Brinkerhoff, M. (2017). “Five Elements of Collective Leadership” *Nonprofit Quarterly* (Winter). pgs. 34-38.

Practice and Issues: Examine Key Findings.

- Building Movement Project (2001). *Structuring Leadership* (Shared Leadership)

Cross-Sector Leadership

Posts can evolve from this section if you so choose.

Optional Reading

- *Stanford Social Innovation Review* (Winter 2018) “Cross Sector Leadership: Approaches to Solve Problems at the Scale at Which They Exist.” Special Report. pgs. 1-16.

Practice and Issues: Report: Examine Key Findings.

- Nonprofit Finance Fund (2018). [Human Services Organizations: Partnering for Better Community Health.](#)

Resources for Continued Inquiry (optional)

- Kouzes, J. & Posner, B. (2007). *The Leadership Challenge*. San Francisco: John Wiley & Sons
- Kouzes, J. & Posner, B. (2011) *The Five Practices of Exemplary Leadership: Nonprofit Sector*, Pfeiffer.
- Lencioni, P. (2002). *Five Dysfunctions of a Team*. San Francisco. Wiley
- Stout, L. (1996). *Bridging the Class Divide: And Other Lessons for Grassroots Organizing*. Boston, Beacon Press.
- Nonprofit Finance Fund (2018). *Human Services Organizations: Partnering for Better Community Health*. [Full Report](#)

Resource (optional)

- [Academy for Change](#) (Resources for System Leadership)

Assignment

- Provide a discussion post, based on two or more readings that allows you to make a point about on an issue of your choice on leadership and/or team building. **Due 11/2.**
- Post a reply to the question then respond to a classmate's response. **Due 11/3.**

11/4	Session 10	Building and Strengthening the Organization	Week 11
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View

- Dr. Garvey's Introduction Building and Strengthening the Organization

Readings

- Collins, J (2005) *Good to Great and the Social Sector: A Monograph to Accompany Good to Great*. (student purchase)
- Community Wealth Partners (2013). [Where to Start: Setting a Bold Goal](#)
- Shore, B. Hammond, D. & Celep, A. (Fall 2013). [When Good is Not Good Enough](#), *Stanford Social Innovation Review*, pp. 40-47.
- McLeod Grant, H. & Crutchfield, L. (Fall 2007). Creating High-Impact Nonprofits: Forces for Good, *Stanford Social Innovation Review*, pp. 32-41.
- McLeod Grant, H. & Crutchfield, L. (Summer 2012). Local Forces for Good, *Stanford Social Innovation Review*, pp. 36-41.

Examine Key Findings in Report: The Challenges Facing Nonprofit Leaders

- Third Sector New England (2017). Opportunity for Change: Preparing Boston for Leader Transitions and New Models of Nonprofit Leadership (Relevant beyond Boston).

Optional Resource for Continued Inquiry

- Third Sector New England (2015). [Leadership New England](#) (2015 report that led to the 2017 Opportunity for Change report.)
- Third Sector New England (2015). Hartford Foundation for Public Giving: Essential Shifts
- Third Sector New England (2015). Greater New Haven Community Foundation: Essential Shifts

Resources for Continued Inquiry (optional)

- Crutchfield, L & McLeod Grant, H (2012). *Forces for Good, Revised and Updated: The Six Practices of High-Impact Nonprofits, 2nd Edition*. San Francisco: Jossey-Bass

Assignment

1. Choose one of the following.

Provide a discussion post that promotes or argues against the position for *Good to Great, Where to Start: Setting a Bold Goal* and/or *Forces for Good*.

or

Provide a discussion post that considers how the concepts of *Good to Great, Where to Start: Setting a Bold Goal* and/or *Forces for Good* are synergistic?

or

Provide a discussion post that inter-relates *Good to Great, Where to Start: Setting a Bold Goal* and/or *Forces for Good* that allows you to make a point of your choosing. **Due 11/9.**

2. Respond to a classmate's post. **Due 11/10.**

Module 5	The Environment, Adaption & Strategic Networks	Weeks 12, 13 & 14
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Module Learning Objective:

- Choose organizational strategies, based on an organization's growth position and environment; that guide the direction of the nonprofit for sustainability and meeting community needs.
- Articulate the leadership skills needed to build a nonprofit organization and manage collaborations that further the mission of the nonprofit and its partners in meeting community needs.

11/12	Session 11	Expecting and Leading Change	Week 12
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View

Dr. Garvey's Introduction to Expecting and Leading Environmental Change

Readings

The Prologue

- Gregory, A. & Howard, D. (Fall 2009). The Nonprofit Starvation Cycle. *Stanford Social Innovation Review*. Pgs. 34-39.

The Basics

- Tschirhart, M. & Bielefeld, W. (2012) [*Managing Nonprofit Organizations: Chapter 5, Formulation of Strategy pp. 85-110*](#)

More on the MacMillan Matrix

- Fio Partners (2011). *The MacMillan Matrix*.

More on Strategy

- Light, P. “The Spiral of Sustainable Excellence” *Nonprofit Quarterly* (Winter 2004) pgs. 56-62.
- Gugelev, A, & Stern, A. (Winter 2015). What’s Your Endgame?” *Stanford Social Innovation Review*. Pgs. 40-47.
- **Optional:** Murray, P. & Ma, S. (Summer 2015). “The Promise of Lean Experimentation”. *Stanford Social Innovation Review*. Pgs. 34-39.

Scenario Planning

- Global Business Network (2004) [What If? The Art of Scenario Building. pgs. 7-34.](#)
- Garvey, D. “Boston Scenarios” *New England Nonprofit Quarterly* (Fall/Winter 1997): pp. 24-30.

The Change Process

- Kotter, J. P. (1995). Leading Change: Why Transformation Efforts Fail. *Harvard Business Review* (March-April), pgs. 59-67. (*student purchase*)

Optional Reading

- MacMillan, I.C. (1983) Competitive Strategies for Not-for-Profit Agencies. *Advances in Strategic Management*, JAI Press, Greenwich Connecticut, London, Vol 1. pgs. 61-82.
- Global Business Network (2004) [What If? The Art of Scenario Thinking for Nonprofits.](#)

Use for Continued Inquiry (optional)

- Kotter, J., *Leading Change*, Harvard Business Review Press, 1996.

Optional Readings:

Growth and Retrenchment

Growth

- Bradach, J. Going to Scale. *Stanford Social Innovation Review* (Spring 2003) pgs. 19-25.
- Bridgespan and Stanford Social Innovation Review (2014). [Transformative Scale: The Future of Growing What Works.](#)

Retrenchment

- Responsible Retrenchment. *Nonprofit Quarterly* (Summer 2003) pgs. 29-33.
- Warwick, M. Fundraising in Tough Times. *Stanford Social Innovation Review* (Spring 2009), pgs. 23-24.

Assignment

Choose either option A or B. Submit your paper as an attachment by the **due date, November 24.**

- A. **Reflective Paper:** Based on the readings, **assess your organization’s (or an organization of your choosing) internal and external environmental condition** using Light's developmental spiral, SWOT & PEST analysis, Scenario Planning, and/ or the MacMillan Matrix. In addition, assess your organization’s internal capacity to manage change using one or more of the readings as a frame for your assessment.

or

- B. Reflective Paper: Read Case A for [Casa de Esperanza](#) and provide your recommendation of what senior management and the Board should choose. Provide your recommendation with evidence for your recommendation using at least two internal and external environmental assessment tools; Light's developmental spiral, SWOT & PEST analysis, Scenario Planning, and/ or the MacMillan Matrix. In addition, using one or more of the readings as a frame provide a summary of what internal and/or external consequences may occur based on the implementation of your recommendation.**

Guidelines: Papers should be double spaced in 12 point Times Roman and 4-8 pages in length or whatever you need to make your point succinctly. View the grading rubric for additional criteria. For guidance on a writing papers please review pages 2-8 (minus section on Policy and Management Memoranda), 10 and 11-15 of the Department of Public Policy Writing Guide. Remember to support all positions of your paper, especially your recommendation, with cited course readings, other researched readings and/or relevant personal experience material.

Reference and Citation Guide: An excellent resource is Purdue University's APA citation guide. It does not cover all situations but provides solid templates for you to work and adjust as need be. As long as your reference summary provides the author, article/book title and publication date in a consistent format you will be fine.

Citation Writing Note: Use last name of author(s) and year of publication in citations—example: (Smith, 2011)—in your paper. Make sure your citation is in your reference page.

Resources for Papers and Discussions: Go to Nonprofit News Resources in **HuskyCT**. These are wonderful FREE sources for current news and issues being addressed in the nonprofit sector.

11/24—11/30 **Thanksgiving Break – No Class**

11/26	Session 12	Managing Strategic Partnerships—Collective Impact	Week 13
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View

- Dr. Garvey's Introduction to Collective Impact.
- [Collective Impact Explained in Two Minutes](#)

Readings

The Practice

- Kania, J. & Kramer, M. "Collective Impact" *Stanford Social Innovation Review* (Winter, 2011) pp. 36-41.
- Turner, S. et al. "Understanding the Value of Backbone Organizations in Collective Impact" *Stanford Social Innovation Review* (2012 Special Issue).
- Hanleybrown, F. et al. "Channeling Change: Making Collaborative Impact Work" *Stanford Social Innovation Review* (2012 Special Issue).
- Kania, J. & Kramer, J. "Embracing Emergence: How Collaborative Impact Addresses Complexity" *Stanford Social Innovation Review* (2012 Special Issue).
- Executive Summary only. More if you desire. ORS & Spark Policy Institute (2018). [When Collective Impact Has an Impact: Study of 25 Initiatives](#).

The Counter Argument

- Bourngarden, P. & Branch, J. (Feb. 13, 2013 blog) “[Collective Impact or Coordinated Blindness](#)” *Stanford Social Innovation Review*.
- Wolff, T. (2016). “10 Places Collective Impact Gets It Wrong” *Nonprofit Quarterly* (Summer). pgs 49-54.
- Varda, D. (2017). “Are Backbone Organizations Eroding the Norms that Make Networks Succeed?” *Nonprofit Quarterly* (Winter). pgs. 52-57.
- **Optional Read:** Landsman, G. & Roimi, E. (2017). “Collective Impact and Systems Change: Missing Links?” *Nonprofit Quarterly* (Winter). pgs. 43-50.
- **Optional Read:** Milward, B. et al (2016). “Who Says a Common Agenda Is Necessary for Collective Impact?” *Nonprofit Quarterly* (Summer). pgs. 41-43.

Optional Reading and Viewing

- Harwood, R. (2014). [Putting Community in Collective Impact](#). Collective Impact Forum
- Harwood, R. (2014). [Putting Community in Collective Impact](#). Collective Impact Forum (Video)
- Collective Impact Forum (2017). [Backbone Starter Guide](#) **Good reading no matter what your status is in a collective impact initiative.**

Optional Resources

- Collective Impact Forum at www.collectiveimpactforum.org
- ORS & Spark Policy Institute (2018). [When Collective Impact Has an Impact: Study of 25 Initiatives](#). Full Report.

Assignment

1. Provide a discussion post based on two or more of the readings that promotes or argues against the concept of (or elements of) the collective impact strategy, with a rationale for your position.
Due 11/29. [I realize this is at the end of the break period. I apologize. If you prefer you can submit before the break.]
2. Respond to a classmate’s post. **Due 11/30.**

12/2	Session 13	Managing Strategic Partnerships	Week 14
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View

- Dr. Garvey’s Introduction to Strategic Partnerships.

Read

Collaborations

- Lipman-Blumen, J. (2000). *Connective Leadership: Managing in a Changing World*. Oxford University Press. Chapter 1, New World, New Leadership. A Fundamental Shift. pp. 3-27.
- Garvey, D. (2007). *Dynamics Faced by Small Nonprofits Operating in Collaborations*.
- Wei-Skillern, J & Marciano, S. The Networked Nonprofit. *Stanford Social Innovation Review* (Spring 2008) pgs. 38-43.
- Grantmakers for Effective Organizations (2013). [Cracking the Network Code](#). Page 8.
- Mattessich, Murray-Close and Monsey (2004). *Collaboration: What Makes it Work*, Chapter 3. pgs. 11-28. Wilder Foundation.

Optional Reading

Readings build on *The Networked Nonprofit* article (above). Even though the reports are focused on Foundations the learning is universal.

- Grantmakers for Effective Organizations (2013). [Cracking the Network Code](#)
- Grantmakers for Effective Organizations (2013). [Building Collaboration From the Inside Out Presents collaboration as an organizational mindset.](#)

Joint Partnerships

Read

- Arsenault, J. (1998). Chapter 3. Joint Ventures and Partnerships. *Forging Nonprofit Alliances*. San Francisco: Jossey-Bass. pgs. 33-49.

Optional Readings and Reports

Mergers

- Compass Point (2005). [The M word: A Board's Guide to Mergers: How, Why & Why Not to Merge Nonprofit Organizations.](#)
- Smith Milway, K. et al. "Why Nonprofit Mergers Continue to Lag" *Stanford Social Innovation Review* (Spring 2014): pgs. 48-53.
- Metropolitan Chicago Nonprofit Merger Research Project (2016). [Mergers as a Strategy for Success: Executive Summary](#)

If you are seriously moving down that merger road.

- Metropolitan Chicago Nonprofit Merger Research Project (2016). [Mergers as a Strategy for Success: Full Report and Website](#)
- Cooper, K. & Maktoufi, R. (2017) *Re-defining integration: Relationships, retention, and restructuring in nonprofit mergers*. Presented at the 2017 ARNOVA Conference, Grand Rapids, MI. [An excellent study that provides evidence of how and why trust and history of partnering impacts merger outcomes.]

Resources for Continued Inquiry (optional)

- Arsenault, J. (1998). *Forging Nonprofit Alliances*. San Francisco: Jossey-Bass.
- Lipman-Blumen, J. (2000). *Connective Leadership: Managing in a Changing World*. Oxford University Press.
- Winer, M. & Ray, K. (2004). *Collaboration: What Makes it Work*, 2nd Edition. Wilder Foundation.

Assignment: None

Optional Class WebEX Discussion (Wed. 12/4 at 7pm)

Final Paper is due **Thursday, December 12 at 11:59pm EST.**

A. Reflective Paper on Collaboration: Assess the collaboration capacity of a collaboration that you are currently, or have been engaged in, using the Wilder Collaboration Factors Inventory.. [You may choose to do the inventory solo or bring in members of your collaborative.]

Provide the results of the inventory. General Rule of Assessment of Inventory Results:

Scores of 4.0 to 5.0 - strengths, don't need attention

Scores of 3.0 to 3.9 - borderline, deserve discussion

Scores of 1.0 to 2.9 - concerns that should be addressed

Based on your inventory results and your readings, assess the strengths and weaknesses of your collaboration and provide your recommended strategies to address the weaknesses identified by the inventory.

Don't forget to examine how your collaboration strengths can be a strategic factor in strengthening the collaborations weak areas. And, also consider the cost of trying to keep an unhealthy collaboration going.

or

B. Reflective Paper on Collective Impact: Provide a paper that outlines a social issue in which a **collective impact** and/or **system change** (*The Dawn of System Leadership*) approach could be applied to address the issue—reducing negative outcomes and increasing positive. This collective impact or system change scenario can be directly related to your current work or theoretical if you are not currently in the field. If it is theoretical I expect you to identify actual organizations or identified groups (e.g. town social services, fathers) who would be a critical partners in your collective impact/system change scenario.

or

C. Read Eight Neighbors Case and present a case response based on our readings that answers the following questions:

1. What are the general benefits and negatives to the Eight Neighbors Partnership maintaining their loosely-structured format?
2. Is there a current need for the Eight Neighbors partnership to continue exist? Explain your rational for yes or no.
3. If they do stay together, what should the Eight Neighbors partnership do looking forward into 2011? And, what should they be considering to avoid without getting steered off track?
4. Does the Washington Metropolitan Region benefit from having the Eight Neighbors continue to work together as a collaboration? If so, what steps should the Eight Neighbors take to maximize those benefits?
5. Can you anticipate a situation when the Eight Neighbors might be held back from achieving what they want to because of the ways they operate? What could they do to avoid a situation like that?

Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact the Office of Student Services and Advocacy with any questions. Thank you in advance for your cooperation.