

**Texas A & M University**  
**Bush School of Government and Public Service**

Syllabus  
**Management and Leadership of Nonprofit Organizations**  
PSAA 644, 3 Credits  
Fall 2021,  
Tuesday, 4:30 – 7:20 PM, Room ALLN 1005

**Instructor:** Will Brown  
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**Office Hours:** Friday, 3:00-4:30 pm and by appointment.

**COURSE DESCRIPTION**

The purpose of this course is to provide an introduction to and an overview of nonprofit organizations and of the environments in which these organizations operate. It includes an examination of what makes such organizations distinctive, and the knowledge and skills required for effective nonprofit management. It also examines some of the empirical and normative issues surrounding nonprofit management and leadership.

**COURSE OBJECTIVES**

Upon completion of this course students will be able to:

- Frame the strategic choices experienced by managers
- Analyze the external task environment
- Recognize how diversity, equity and inclusion effect program activities and operations
- Assess the internal environment
- Apply program strategy tactics
- Identify corporate strategy topics
- Explain the role of the board of directors
- Evaluate service delivery strategies
- Apply socio-political tactics to achieve public benefit objectives
- Apply resource development techniques
- Employ tactics to strengthen inter-organizational relationships
- Assess the strategic leadership roles

Version 7/1/21

**STUDENT EXPECTATIONS**

It is expected that students will:

- conduct themselves as professionals;
- maintain a respectful learning environment;
- use inclusive language in speaking and writing;
- raise questions and contribute observations;
- be responsible for understanding content of assigned readings;
- take active responsibility in building and ensuring a constructive learning community and environment in the classroom;
- complete assignments on time;
- treat information shared in class with respect and sensitivity.

**REQUIRED READINGS**

**Title:** *Strategic Management in Nonprofit Organizations*

**Author:** William A. Brown

**Edition/Copyright:** March, 2014

**Publisher:** Jones & Bartlett

Supplemental material

**COURSE REQUIREMENTS AND GRADING**

**Reflection Questions** (5 point each, 150 points): Students prepare high quality responses to weekly reflection questions and respond substantively to two peers for *each question*. All responses are posted online. The first two responses (Q1&2) are due Sunday before class by 11:59 PM. Responses to peers are to be completed before class. Weekly reflections on learning (Q3) are due by Friday 11:59PM. Peer responses to Q3 (reflections on learning) are due by Sunday at midnight. Note: Reflections questions are NOT accepted late.

**Reading Reviews** (25 points each, 100 points): Students will prepare four written summaries based on assigned topics and reading materials.

**Case Analysis** (100 points each, 300 point): Students develop a written analysis for three case-based questions. Papers will respond to specific questions posed for the case and students must develop a clear explanation and defense of their position (See additional guidelines and grading criteria).

**Final Case** (200 points): Students prepare a case analysis that applies a conceptual or theoretical approach from literature that has yet to be used in a prior case. (additional guidelines provided).

Grades are based on the 4.0 system, and weighted against the following allocation:

| Activity                  | Points     | Percent       |
|---------------------------|------------|---------------|
| Reflection Questions (30) | 150        | 20.0%         |
| Reading Reviews (4)       | 100        | 13.3%         |
| Case Analysis (3)         | 300        | 40.0%         |
| Final Case Analysis       | 200        | 26.6%         |
| <b>Total</b>              | <b>750</b> | <b>100.0%</b> |

| Percentage Points | Grade |
|-------------------|-------|
| 89.5-100%         | A     |
| 79.5-89.49%       | B     |
| 69.5-79.49%       | C     |
| 59.5-69.49%       | D     |
| 59.49% and lower  | F     |

## Reflection Questions

(5 point each up to a total of 150 points)

### Week 1

0. Please introduce yourself - providing a bit information about your work experiences and career aspirations. Also provide some insight into what motivates you in regards to your educational program of study.
1. Based on your review of materials for this class - what does it mean to “think strategically” in the context of running a nonprofit organization? How do managers move beyond day to day pressures and priorities to incorporate a strategic approach to their leadership of a nonprofit?
2. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

### Week 2

3. What social issue (i.e., poverty, education, etc.) is of most interest to you? Discuss how nonprofits are active in this area. Provide examples of the work nonprofits do in this area. Why do you think nonprofit organizations are appropriate to work on this issue? Please consider some of the distinctive features of nonprofits in your justification.
4. Discuss life stages for nonprofits. Consider the strategic challenges managers confront during different stages and provide examples from appropriate organizations.
5. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

### Week 3

6. Considering the example of National Relief Charities (case profile in Brown, Chapter 2; and supplemental write-up) are they indicative of an organization that is effective in meeting their charitable purposes? See their website ([www.nrcprograms.org](http://www.nrcprograms.org)) for additional information. What about their management activities, what do you find problematic, what do you find laudable?
7. Explain what makes a good mission statement and how mission statements can function as both a “planter” and a “box” for strategic decisions. What is more of a concern, that an organization might expand organizational purposes (beyond those originally detailed in a mission statement) or miss out on key opportunities to provide services? Share 2-3 mission statements that you think are particularly good and discuss why you think they are strong statements.
8. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 4

9. Explain and describe 2-3 elements of the resource portfolio that are the *most important*. Justify your response.
10. Which competency area (based on Competing Values self-assessment) are you stronger and what areas are opportunities for professional development? Discuss briefly how these competencies can be reflected in individuals and in organizations.
11. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 5

12. Discuss the five public benefit program strategies. What is distinctive about how these public benefit methods relate to beneficiaries? Why is that a particularly important strategic concern?
13. Identify a different organization for EACH public benefit strategy. Post a website link and discuss why you believe the organization is an excellent example of offering the program benefit strategy.
14. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 6

15. Considering the chapter material, how can nonprofit organizations empower marginalized constituencies and what, if any, are the implications for resource acquisition?
16. Find an example of how a nonprofit moved forward the concerns of marginalized communities using strategies discussed in the chapter. Discuss how and why socio/political strategies were used in your example (please provide website link in your post).
17. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 7

18. Based on chapter 3 from the textbook, explain and discuss the key elements in the nonprofit task environment. In particular, discuss the various revenue sources for nonprofits and how those sources influence strategic management options.
19. Summarize the key findings and implications from the Alexander (1998) article. What does the author conclude about the external environment? What strategic response options are proposed?
20. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 8

21. Discuss the five issues managers consider when seeking resources. What is *most* important to you as a manager and why?
22. Discuss the benefits and challenges of diversified funding streams for nonprofit organizations. If you were an executive in a nonprofit organization, what source of revenue (government, donations, fee-based) would you prioritize and why?
23. What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 9

24. Summarize the key features of Stakeholder analysis and Competitive Analysis. Which is most useful (Stakeholder analysis or Competitive Analysis) and why do you say that?
25. Propose a set of key stakeholder as reflected in the case. What are their interests and what power do they have with the organization?
26. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 10

27. Summarize the key features of organizational structure that are important to you as a manager and explain why.
28. Summarize and discuss portfolio analysis and how this could be used by managers.
29. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 11

30. Identify and describe 2-3 of the *most important* roles in executive strategic leadership. Justify your selection.
31. Summarize the roles and functions of nonprofit boards. Identify and justify what you believe are the two most important roles.
32. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 12

33. Summarize 2 reasons for inter-organizational relationships and discuss 2 challenges.
34. List some of the factors that make alliances important, which of these might you prioritize for the case? Explain and justify your recommendation.
35. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 13

36. Utilizing the classification of program strategies from week five consider the various program areas used by AMC.
37. Thinking about corporate strategy and structure (weeks 10 and 11), consider who should have authority to decide on programs and services. Make a case for different levels of decision-making roles and responsibilities (e.g., chapter, Board, executive).
38. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 14

39. Based upon your review of this case, justify and explain the problem area you intend to address and your proposed theoretical/conceptual approach to addressing those concerns.
40. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Reading Reviews

(Prepare four, 25 points each, 100 points total)

Follow this format for each Reading Review

### Reading Review

Summarize three articles related to the assigned topic. *Use up to two readings from class, and at least one research article you located related to the topic.* Do not include the textbook chapter as one of your articles.

#### Article citations

Article 1

Article 2

Article 3

#### Main Message: (Expressed in 1-2 sentences for *each* article)

Article 1

Article 2

Article 3

#### Major supporting points: (What are the 3-5 major ideas that support the message for *each* article?)

Article 1

Article 2

Article 3

#### Definitions: (Key Terms and Ideas)

#### Relationship to other readings: (relate to textbook and other readings)

## Case Analysis

### Case Response 1

CASE: What is our mission? What is our market? Drucker, P.

- At what life stage is this organization? Justify your response and discuss strategic implications for the organization and manager. Chapter 1

### Case Response 2

CASE: What is our mission? What is our market? Drucker, P.

- Consider the capabilities of this organization. Do they exhibit particular strengths or weaknesses? Chapter 4

### Case Response 3

CASE: Casa De Esperanza, Sandfort, J. (2005). Electronic Hallway  
(see also <https://www.casadeesperanza.org/>)

- Analyze the task environment by considering significant stakeholders (excluding the board and executive leadership) in the case. Consider how to classify stakeholders and their power and interest dispositions. Chapter 6

### Final case

CASE: Appalachian Mountain Club, Stone, M. (2000), Electronic Hallway  
see also <http://www.outdoors.org/>

Prepare a case analysis that applies a conceptual or theoretical approach from literature that has yet to be used in a prior case.

Final case response can be longer, 1500-1750 words

## Case Response Guideline

Use this structure in your response:

1. Based on the prompt
  - Summarize the management problems that are actionable by decision-makers.
  - State your conclusion and proposed solutions
2. Analyze the options and explore what leaders should consider.
  - Briefly summarize theoretical or conceptual model used in analysis.
  - Analyze the issues using evidence-based management literature
  - Consider alternatives and evaluate options for decision-makers
3. What should they do and what are the implications for a manager?
  - Summarize, conclude and recommend management actions

*Limit response to 1000-1250 words*

Your Case question response will be evaluated across these dimensions

|                   | Superior<br>10      9                                                                                   | Good<br>8      7      6                                                    | Fair<br>5      4                                                          | Poor<br>3      2      1                                                          |
|-------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>Topic area</b> | Addresses substantive management issues inherent in topic                                               | Stays on topic but misses or misinterprets some areas                      | Attention to topic area but misses or misinterprets important areas       | Missed topic and issues posed by question prompt                                 |
| <b>Case-based</b> | Effectively attends to appropriate case material and subtleties                                         | Attends to case but occasionally misses or misinterprets important aspects | Limited and inaccurate reference to case                                  | Inaccurately or fails to attend case material                                    |
| <b>Literature</b> | Effectively integrates evidence based management literature into response                               | References literature but occasionally fails to integrate                  | Inaccurate or inappropriate use of literature                             | Limited or no effective use of literature                                        |
| <b>Writing</b>    | Clearly written arguments are well-formed, reasoned and presented. Few grammatical or stylistics errors | Arguments and position are presented. Some grammatical and style concerns  | Limited clarity of position/argument. Some grammatical and style concerns | Poor or no presentation of arguments. Substantive grammatical and style concerns |



**SUMMARY OF COURSE TOPICS**

| <b>Week &amp; Date</b> | <b>Topics</b>                                             | <b>DUE</b>                 |
|------------------------|-----------------------------------------------------------|----------------------------|
| 1 – 8/31               | Introduction                                              |                            |
| 2 – 9/7                | Nature of Nonprofits (Ch. 1)                              | Reading Review             |
| 3 – 9/14               | Framing Strategic Choices (Ch. 2)                         | Case response 1 Draft      |
| 4 – 9/21               | Internal Capabilities (Ch. 4)                             | <b>Case response 1 DUE</b> |
| 5 – 9/28               | Program Strategies (Ch. 5)<br>Services Strategies (Ch. 8) | Case response 2 Draft      |
| 6 – 10/5               | Social and Political Strategies (Ch. 9)                   | <b>Case response 2 DUE</b> |
| 7 – 10/12              | External Environment (Ch. 3)                              | Reading Review             |
| 8 – 10/19              | Financial Resource Strategies (Ch. 10)                    | Reading Review             |
| 9 – 10/26              | Analysis of Task Environment (Ch. 6)                      |                            |
| 10 – 11/2              | Corporate Strategy (Ch. 7)                                | Case response 3 Draft      |
| 11 – 11/9              | Leadership, Planning & Boards (Ch. 12)                    | <b>Case response 3 DUE</b> |
| 12 – 11/16             | Inter-organizational Relationships (Ch. 11)               | Reading Review             |
| 13 – 11/23             | Appalachian Mountain Club                                 |                            |
| 14 – 11/30             | Present case analysis                                     | Final Case draft           |
|                        | <b>Friday, Dec 10 at 11:59 PM</b>                         | <b>Final Case DUE</b>      |

## **DETAILED COURSE OUTLINE**

### **Week 1**

#### **Introduction**

##### Learning Objectives

- Understand course expectations and assignments
- Consider ideas about strategic thinking and leadership decision-making

##### Reading

Robert J. Allio, (2006), "Strategic thinking: the ten big ideas", *Strategy & Leadership*, Vol. 34 Iss 4 pp. 4 – 13 <http://dx.doi.org/10.1108/10878570610676837>  
Ingrid Bonn, (2001), "Developing strategic thinking as a core competency", *Management Decision*, Vol. 39 Iss 1 pp. 63 – 71 <http://dx.doi.org/10.1108/EUM000000005408>

##### Reflection Questions

1. Please introduce yourself - providing a bit information about your work experiences and career aspirations. Also provide some insight into what motivates you in regards to your educational program of study.
2. Based on your review of materials for this class - what does it mean to think strategically in the context of running a nonprofit organization? How do managers move beyond day to day pressures and priorities and incorporate a strategic approach to their leadership of a nonprofit?
3. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

### **Week 2**

#### **Nature of Nonprofit Organizations**

##### Learning Objectives

- Describe Difference between sectors
- Explain rationale for NP in society
- Appreciate range and variety of NP
- Understand qualities of NP and implications for decision-making
- Explain how organizational life stages influence strategic decision-making

##### Reading

The Nature of Nonprofit Organizations, Chapter 1, Brown  
Blackwood, A., Roeger, K., L., & Pettijohn, S. L. (2012). *The Nonprofit Sector in Brief*.  
Washington DC: Urban Institute.  
Available at (<http://www.urban.org/publications/412674.html>)

- Boris, E. (2006). Nonprofit Organizations in a democracy - Roles and responsibilities. In E. Boris & C. E. Steuerle (Eds.), *Nonprofit and government: Collaboration and conflict* (pp. 1-35). Washington DC: Urban Institute. [focus on pages 16-26]  
Available at (<http://socio.ch/movpar/boris.htm>)
- Quinn, R. E., & Cameron, K. (1983). Organizational Life Cycles and Shifting Criteria of Effectiveness: Some Preliminary Evidence. *Management Science*, 29(1), 33-51.  
(<https://www.jstor.org/stable/2631164>)
- Silverman, L, & Talient, L (2006). What Business Execs Don't Know – but Should – About Nonprofits, *Stanford Social Innovation Review*, Summer.  
([https://ssir.org/articles/entry/what\\_business\\_execs\\_dont\\_know\\_but\\_should\\_about\\_nonprofits](https://ssir.org/articles/entry/what_business_execs_dont_know_but_should_about_nonprofits))
- Valeau, P. (2015). Stages and Pathways of Development of Nonprofit Organizations: An Integrative Model. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, 26(5), 1894-1919.  
(<https://link.springer.com/content/pdf/10.1007/s11266-014-9501-y.pdf>)

### Reflection Questions

1. What social issue (i.e., poverty, education, etc.) is of most interest to you? Discuss how nonprofits are active in this area. Provide examples of the work nonprofits do in this area. Why do you think nonprofit organizations are appropriate to work on this issue? Please consider some of the distinctive features of nonprofits in your justification.
2. Discuss life stages for nonprofits. Consider the strategic challenges managers confront during different stages and provide examples from appropriate organizations.
3. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 3

### Framing Strategic Choices

#### Learning Objectives

- Compare and contrast aspects of organizational performance
- Identify phases of the strategic management cycle
- Identify features of mission & vision statements
- Understand potential conflict of mission & money

#### Readings

Framing Strategic Choices, Brown, Chapter 2

Jonker, Kim; Meehan, William F III, (2008). Curbing Mission Creep, *Stanford Social Innovation Review*; Winter

(<http://proxy.library.tamu.edu/login?url=https://search.proquest.com/docview/217167120?accountid=7082>)

Dolnicar, S., H. Irvine, et al. (2008). "Mission or money? Competitive challenges facing public sector nonprofit organisations in an institutionalised environment."

*International Journal of Nonprofit and Voluntary Sector Marketing* 13(2): 107-117.

(<https://onlinelibrary.wiley.com/doi/abs/10.1002/nvsm.311>)

Case: National Relief Charity – Case study, Brown & Norman

### Reflection Questions

1. Considering the example of National Relief Charities (case profile in Brown, Chapter 2; and supplemental write-up) are they indicative of an organization that is effective in meeting their charitable purposes? See their website ([www.nrcprograms.org](http://www.nrcprograms.org)) for additional information. What about their management activities, what do you find problematic, what do you find laudable?
2. Explain what makes a good mission statement and how mission statements can function as both a “planter” and a “box” for strategic decisions. What is more of a concern, that an organization might expand organizational purposes (beyond those originally detailed in a mission statement) or miss out on key opportunities to provide services? Share 2-3 mission statements that you think are particularly good and discuss why you think they are strong statements.
3. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 4

### Internal Capabilities

#### Learning Objectives

- Describe Aspects of Nonprofit Value Framework
- Describe attributes of resource portfolio
- Summarize management functions
- Define and explain comparative advantage

#### Reading

Brown, William. — Internal Capabilities. Chapter 4

Arsenault, P. and S. R. Faerman (2014). Embracing Paradox in Management: The Value of the Competing Values Framework. *Organization Management Journal* 11(3): 147-158. (<https://doi.org/10.1080/15416518.2014.949614>)

Effective Capacity Building in Nonprofit Organizations. (2001). Venture Philanthropy Partners. Available at

[http://www.vpppartners.org/sites/default/files/reports/full\\_rpt.pdf](http://www.vpppartners.org/sites/default/files/reports/full_rpt.pdf)

#### Activity

Complete *prior to class* the Competing Values Self-Assessment

#### Reflection Questions

1. Explain and describe 2-3 elements of the resource portfolio that are the *most important*. Justify your response.

2. Which competency area (based on Competing Values self-assessment) are you stronger and what areas are opportunities for professional development? Discuss briefly how these competencies can be reflected in individuals and in organizations.
3. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 5

### Program Approaches and Service Strategies

#### Learning Objectives

- Define & explain five public benefit methods
- Recognize different "customers"
- define components of simple logic model
- summarize challenges managers confront in measuring outcomes

#### Readings

Brown, William. Program Strategy, Chapter 5  
Brown, William. Service Strategies, Chapter 8

#### Reflection Questions

1. Discuss the five public benefit program strategies. What is distinctive about how these public benefit methods relate to beneficiaries? Why is that a particularly important strategic concern?
2. Identify a different organization for EACH public benefit strategy. Post a website link and discuss why you believe the organization is an excellent example of offering the program benefit strategy.
3. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 6

### Social & Political Strategies

#### Learning Objectives

- Recognize different "customers"
- Describe the range of advocacy activities available to nonprofits
- Consider decision areas of socio/political activities for nonprofit managers
- Analyze socio/political tactics used by nonprofit organizations

#### Readings

Brown, William. Social and political strategies, Chapter 9

Beyond the cause: The art and science of advocacy. (2012). Washington DC: Independent Sector. Available at <https://independentsector.org/resource/beyond-the-cause-the-art-and-science-of-advocacy/>

Kim, M. (2017). Characteristics of Civically Engaged Nonprofit Arts Organizations: The Results of a National Survey. *Nonprofit and Voluntary Sector Quarterly*, 46(1), 175–198. <https://doi.org/10.1177/0899764016646473>

### Reflection Questions

1. Considering the chapter material, how can nonprofit organizations empower marginalized constituencies and what, if any, are the implications for resource acquisition?
2. Find an example of how a nonprofit moved forward the concerns of marginalized communities using strategies discussed in the chapter. Discuss how and why socio/political strategies were used in your example (please provide website link in your post).
3. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 7

### External Environment

#### Learning Objectives

- Know and use techniques to describe environmental features
- Explain features of environment
- Recognize opportunities and challenges

#### Readings

Brown, William. — External Environment, chapter 3

Alexander, V., D. (1998). Environmental constraints and organizational strategy: Complexity, conflict, and coping in the nonprofit sector. In W. W. Powell & E. Clemens, S. (Eds.), *Private Action and the Public Good*. New Haven, CT: Yale University Press.

Schmid, H. (2009). Agency-environmental Relations: Understanding external and natural environments. In R. J. Patti (Ed.), *The Handbook of Human Services Management* (pp. 411-434). Thousand Oaks, CA: Sage.

Walker, E. T., & McCarthy, J. D. (2010). Legitimacy, Strategy, and Resources in the Survival of Community-Based Organizations. *Social Problems*, 57(3), 315-340. (<https://www-jstor-org.srv-proxy1.library.tamu.edu/stable/10.1525/sp.2010.57.3.315>)

### Reflection Questions

1. Based on chapter 3 from the textbook, explain and discuss the key elements in the nonprofit task environment. In particular, discuss the various revenue sources for nonprofits and how those sources influence strategic management options.
2. Summarize the key findings and implications from the Alexander (1998) article. What does the author conclude about the external environment? What strategic response options are proposed?

3. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 8

### Financial Resource Strategies

#### Learning Objectives

- Understand issues and challenges managers confront in resource markets
- consider how competitive forces influence resource options
- use features of business relationships to analyze resources options
- employ analysis techniques to prioritize stable and reliable resources

#### Readings –

Brown, Financial Resource Strategies, Chapter 10

Caldwell, S. (2012). Insight-Driven Donor Segmentation. Retrieved Dec 15, 2015, from <http://www.masterworks.com/2012/10/insight-driven-donor-segmentation/#axzz3uOjQNSSJ>

Cermak, D. S. P., File, K. M., & Prince, R. A. (1994). A benefit segmentation of the major donor market. *Journal of Business Research*, 29(2), 121-130. ([https://doi.org/10.1016/0148-2963\(94\)90016-7](https://doi.org/10.1016/0148-2963(94)90016-7))

Foster, Kim, & Christiansen (2009). Ten Nonprofit Funding Models, *Stanford Social Innovation Review*,

Gibson & Dietel (2010), What do Donors want? *Nonprofit Quarterly*, v17, no3, pg 6-11

Moulton, S., & Eckerd, A. (2012). Preserving the Publicness of the Nonprofit Sector. *Nonprofit and Voluntary Sector Quarterly*, 41(4), 656-685. (<https://doi-org.srv-proxy1.library.tamu.edu/10.1177/0899764011419517>)

#### Reflection Questions

1. Discuss the five issues managers consider when seeking resources. What is *most* important to you as a manager and why?
2. Discuss the benefits and challenges of diversified funding streams for nonprofit organizations. If you were an executive in a nonprofit organization, what source of revenue (government, donations, fee-based) would you prioritize and why?
3. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 9

### Analysis of Task Environment

#### Learning Objectives

- Gain techniques to analyze task environment
- Recognize factors that foster cooperation and competition
- Understand and use stakeholder analysis
- Apply competitive analysis to NP organizations

#### Readings

Brown, William. — Analysis of Task Environment, Chapter 6.

Balser, Deborah B., and John McClusky. 2005. —Managing Stakeholder Relationships and Nonprofit Organization Effectiveness. *Nonprofit Management & Leadership* 15(3): 295-315. (<https://doi-org.srv-proxy1.library.tamu.edu/10.1002/nml.70>)

Ackermann, F., & Eden, C. (2011). Strategic Management of Stakeholders: Theory and Practice. *Long Range Planning*, 44, 179-196. (<https://doi.org/10.1016/j.lrp.2010.08.001>)

Bryson, J., M. (2004). What to do when stakeholders Matter. *Public Management Review*, 6(1), 21-53. (<https://doi-org.srv-proxy1.library.tamu.edu/10.1080/14719030410001675722>)

CASE: Casa De Esperanza, Sandfort, J. (2005). Electronic Hallway (see also <https://www.casadeesperanza.org/>)

#### Reflection Questions

1. Summarize the key features of Stakeholder analysis and Competitive Analysis. Which is most useful (Stakeholder analysis or Competitive Analysis) and why do you say that?
2. Propose a set of key stakeholder as reflected in the case. What are their interests and what power do they have with the organization?
3. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 10

### Corporate Strategy

#### Learning Objectives

- explain and describe corporate strategy decision areas
- explain how strategic orientation and structure facilitate implementation
- understand planning processes

#### Readings

Brown, William. — Corporate Strategy, Structures and Planning, Chapter 7



- Andrews R, Boyne GA, Law J, & Walker RM (2009) Centralization, organizational strategy and public service performance, *Journal of Public Administration Research and Theory*, 19(1), 57-80. (<https://doi.org/10.1093/jopart/mum039>)
- Moore, M. H. (2000). Managing for Value: Organizational Strategy in For-Profit, Nonprofit, and Governmental Organizations. *Nonprofit and Voluntary Sector Quarterly*, 29(suppl 1), 183-208. (<https://doi.org/10.1177/0899764000291S009>)

#### Reflection Questions

1. Summarize the key features of organizational structure that are important to you as a manager and explain why. How does the Andrews et al. article inform your thinking about structure and strategy?
2. Summarize and discuss portfolio analysis and how this could be used by managers.
3. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 11

### Strategic Leadership & Governance

#### Learning Objectives

- Define and explain functions of strategic leadership
- relate functions to strategic management cycle
- Recognizing the importance of integrity and values
- Recognize roles of the board and governance in nonprofits

#### Reading

Brown, Strategic Leadership Chapter 12

Bradshaw, P & Tourbiana, M. (2013). The dynamics of nested governance in nonprofits: A systems perspective. C. Cornforth & W. Brown (eds), *Nonprofit Governance: Innovative Perspectives*, Routledge

Herman, R., D. (2016). Executive Leadership. Chapter 6 in D. Renz, O. (Ed.), *The Jossey-Bass Handbook of Nonprofit Leadership and Management* (4th ed., pp. 167-187). San Francisco.

Renz, D. O. (2016). Leadership, governance and the work of the board. Chapter 5 in *Jossey-Bass Handbook of Nonprofit Leadership & Management*, David Renz (Ed), page 127-166.

#### Reflection Question

1. Identify and describe 2-3 of the *most important* roles in executive strategic leadership. Justify your selection.
2. Summarize the roles and functions of nonprofit boards. Identify and justify what you believe are the two most important roles.
3. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

**Week 12****Inter-organizational Relationships**

## Learning Objectives

- Explore range of inter-organizational relationships
- understand purpose of inter-organizational relationships
- review tactics to achieve benefits and minimize costs

## Readings

Brown, Inter-organizational relationships, chapter 11

Kania, J & Kramer, M Collective Impact, (2011). *Stanford Social Innovation Review*, Winter

(<http://proxy.library.tamu.edu/login?url=https://search.proquest.com/docview/817183866?accountid=7082>)

Hanleybrown, F., Kania, J., & Kramer, M. (2012). Channeling Change: Making Collective Impact Work. *Stanford Social Innovation Review*.

Kelman, S., Hong, S., & Turbitt, I. (2012). Are There Managerial Practices Associated with the Outcomes of an Interagency Service Delivery Collaboration? Evidence from British Crime and Disorder Reduction Partnerships. *Journal of Public Administration Research and Theory*. (<https://www-jstor-org.srv-proxy1.library.tamu.edu/stable/24484862>)

Borden, L. M. (1999). Assessing Your Collaboration: A Self Evaluation Tool *Journal of Extension*, 37(2). Retrieved from (<http://www.joe.org/joe/1999april/tt1.php>)

## Reflection Questions

1. Summarize 2 reasons for inter-organizational relationships and discuss 2 challenges.
2. List some of the factors that make alliances important. Explain and justify your recommendation.
3. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

**Week 13****Appalachian Mountain Club**

## Readings

CASE: Appalachian Mountain Club, Stone, M. (2000), Electronic Hallway  
see also <http://www.outdoors.org/> and supplementary materials

## Reflection Questions

1. Utilizing the classification of program strategies from week five consider the various program areas used by AMC.
2. Thinking about corporate strategy and structure (weeks 10 and 11), consider who should have authority to decide on programs and services. Make a case for different levels of decision-making roles and responsibilities (e.g., chapter, Board, executive).

3. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## Week 14

Present final case analysis

- 5-7 min summary of your analysis/approach to analyzing the case material
- Cover these topics
  - Problem/issue you are going to address
  - Your proposed solution/recommendation
  - Your analysis of key issues and concerns using a theoretical or conceptual framework
- Utilize appropriate visual aids

Reflection Questions

1. Based upon your review of this case, justify and explain the problem area you intend to address and your proposed theoretical/conceptual approach to addressing those concerns.
2. COMPLETE AFTER CLASS: What was your take away from this week? What aspect of the class was particularly useful and informative?

## **POLICIES**

### **Attendance Policy**

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to Student Rule 7 in its entirety for information about excused absences, including definitions, and related documentation and timelines.

### **Participation**

To participate effectively in class discussion you need to

**Attend** class regularly and on-time;

**Prepare** written discussion questions and read assigned material *before* class;

**Listen** to what others say during the discussion; *and*

**Speak** (*contribute your views/analysis*) on topic during the discussion.

### **Format for Written Assignments**

All written assignments will have the following minimum requirements, which are in keeping with standards of the American Psychology Association (APA): double-spacing (not 1.5); use of 12 pt. font; numbering of all pages; complete citation of sources by author and date, including page number for direct references or quotations; use of a reference section; and careful, well-edited writing. If you are a student whose academic home is outside of the Bush School and are more familiar with another professional style manual, please specify the style manual and formally request permission to use from the instructor.

### **Late Assignments**

The assignments should be submitted on the days that they are due by the beginning of class. If a student is unable to submit an assignment on time, they must make arrangements with the instructor for an extension. Keep in mind that extensions are at the instructor's discretion and not automatically given. If at all possible, the student's request for extensions should be made at least a week in advance. We understand that this is not always possible. However, the instructor may only give extensions for true emergencies. If the student turns in an assignment late (without an approved extension), then they will not receive full credit for the late assignment. Typically, students lose 10% of the total grade per day late. Also keep in mind that all assignments, regardless of extensions, must be submitted by the last day of the class.

### **Makeup Work Policy**

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to Student Rule 7 in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” (Student Rule 7, Section 7.4.1).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” (Student Rule 7, Section 7.4.2).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See Student Rule 24.)

### **Americans with Disabilities Act (ADA) Policy**

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit [disability.tamu.edu](http://disability.tamu.edu). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

### **Academic Integrity Statement and Policy**

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

### **Title IX and Statement on Limits to Confidentiality**

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University’s goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services](#) (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University’s [Title IX webpage](#).

### **Plagiarism**

The attention of each student is directed to the requirement to avoid plagiarism or the appearance of plagiarism through sloppy citation. As commonly defined, academic dishonesty/plagiarism consists of passing off as one's own ideas, words, writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the person. It does not matter from where the material is borrowed--a book, an article, material off the web, another student's paper--all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a distinct idea, concept, a sentence, or sentences from another source to credit explicitly that source either in the text, a footnote or endnote. Plagiarism is a violation of academic and personal integrity and carries extremely serious consequences. Scholastic dishonesty (including cheating and plagiarism) will not be tolerated and will be punished in accordance with Texas A&M University Student Rules. If you have any questions, please consult the course instructor.

### **Statement on Mental Health and Wellness**

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student’s academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### **Diversity & Inclusion statement**

The Bush School of Government and Public Service supports the Texas A&M University commitment to diversity, and welcomes individuals of all ages, backgrounds, citizenships,

disabilities, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and/or work experiences (see [diversity.tamu.edu/](https://diversity.tamu.edu/)).

The Bush School believes that the diversity that students bring to their classes is a resource, strength, and benefit. Accordingly, the school expects everyone to demonstrate respect for the different experiences, beliefs, and values expressed by fellow students and instructors, and to engage in reasoned discussions that refrain from derogatory comments or dehumanizing language about other people, cultures, groups, or viewpoints. This applies both inside and outside of the classroom and includes electronic venues.

Intellectual argument and disagreement are a fundamental element of both the academic world and the policy process. Disagreement does not, in and of itself, mean disrespect. However, the way that disagreement is expressed can be disrespectful. The Bush school will not tolerate unprofessional, insensitive, or disrespectful behavior, such as:

- a. Using dehumanizing, derogatory, or coarse language, at any time
- b. Dismissing ideas based on the characteristics of the speaker/writer
- c. Expressing threat or intent to harm, even if meant “as a joke”
- d. Addressing people by names or pronouns other than their preferred names or pronouns.