

School of Social Work
1350 University Avenue
Madison WI 53706

Nonprofit Leadership SW841 and PA887

Eileen Mershart
edmershart@gmail.com

I. Catalogue Description

Principally focused on developing management skills through case material and structured activities. Students go through the various sequential activities involved in conceptualizing and getting funding for a human service program, and in developing and managing a nonprofit.

Nonprofit leadership focuses on developing management skills for the nonprofit area through readings, case materials and structured activities. Students examine the context, issues and skills associated with leadership and management in nonprofit organizations and apply them to challenges and opportunities that confront administration of nonprofits.

II. Course Overview

The course will begin with an overview of the practical differences and similarities of the nonprofit, for profit and government sectors. We will work on understanding the principals, concepts, and elements involved in strategic planning, volunteer management, and community engagement, human resources in the nonprofit sector, board governance, grant writing, marketing and fund development and ethics. During the course we will explore different models of nonprofit collaboration, diversity and international leadership. These will be achieved through readings, discussions, case studies.

III. Course Content

Part One

February 7	Context and Institutions	Jossey Bass, Chapters 1-2 Nonprofit Economic Outlook Forward Community Investments December 1, 2011
February 14	Context Continues	Jossey Bass, Chapters 3-4 Parallel Universe Reading “The Looking Glass World of Nonprofit Money: Managing in For Profits’ Shadow Universe” by Clara Miller of the Nonprofit Finance Fund The nonprofit world, government and the for profit sector

Part Two

- February 21 Leading and Governing Nonprofit Organizations Jossey Bass, Ch 5-7
Five Most Important Leadership Traits by Mark Shead January 3, 2007
Achieving Breakthrough Performance by Mark Gottfredson, Steve Schaubert, & Elisabeth Babcock
- February 28 Leadership Continues Jossey Bass, Ch 8-10
Collective Impact by John Kania and Mark Kramer
Stanford Social Innovation Review Winter 2011
Summarized from Carl Sussman's Building Adaptive Capacity: The Quest for Improved Organizational Performance

Part Three

- March 6 Managing Nonprofit Operations Jossey Bass, Ch 11-14
Strategic Restructuring a joint presentation of Jean Butzen, Mission Plus Strategy and BoardStar.
www.boardstar.org and
<http://www.missionplusstrategy.com/>
- March 13 Managing Operations Jossey Bass, Ch 15-16
The Nonprofit Starvation Cycle by Ann Goggins and Don Howard Fall 2009 Stanford Social Innovation Fall 2009
- March 20 Guest Lecturer-Catch up time!

Part Four

- March 27 Developing and Managing Nonprofit Financial Resources Jossey Bass, Ch17-19
Ten costly mistakes that could sink your capital campaign by McDonald Schaefer Group
- April 10 Fundraising Continues Jossey Bass, Ch 20-22

Part Five

- April 17 Leading and Managing People in the Nonprofit Sector Jossey Bass Ch 24-25
"Should Performance Reviews be Fired?"
- April 24 Human Resources Continues text) Jossey Bass, Ch 26
Conclusion by David Renz (the last chapter of the

May 1		<u>Good to Great and the Social Sectors</u> Jim Collins
May 8	The last word:	“Baby Boom–Age Leaders in Social Change Nonprofits”

V. Texts and Reading Materials

Jossey-Bass Handbook of Nonprofit Leadership and Management
Good to Great and the Social Sectors Jim Collins

Leadership for a Changing World, www.leadershipforchange.org for case studies
 Nonprofit Economic Outlook Forward Community Investments December 1, 2011
 “The Looking Glass World of Nonprofit Money: Managing in For Profits’ Shadow Universe”
 by Clara Miller of the Nonprofit Finance Fund
 Leadership Traits by Mark Shead January 3, 2007
 Achieving Breakthrough Performance by Mark Gottfredson, Steve Schaubert, & Elisabeth Babcock
 “Collective Impact” by John Kania and Mark Kramer Stanford Social Innovation Review Winter 2011
 “Strategic Restructuring” a joint presentation of Jean Butzen, Mission Plus Strategy and BoardStar.
 Summarized from Carl Sussman’s Building Adaptive Capacity: The Quest for Improved Organizational Performance
 The Nonprofit Starvation Cycle by Ann Goggins and Don Howard Fall 2009 Stanford Social Innovation Fall 2009
 “Baby Boom–Age Leaders in Social Change Nonprofits”

VI. Evaluation: Assignments, Grading and Methods

Four two page memos @ 5 points each **20 points**
Memo # 1 Due February 21 You must give a major speech on the role of the nonprofit sector in society today, comparing and contrasting its role with that of the public sector and private for profit sector. Prepare a two page overview of the topic that you will use as the cornerstone of your approach to the speech.

Memo #2 Due March 6 Prepare a memo to your staff and board explaining how you dealt with an ethical dilemma faced by your organization. It could be a potential donation from a funder who wants to give you money but you are not sure you should take it. It could be a policy stance you have been asked to take; it could be a request for information that the code of ethics prohibits you from giving; it could be an issue related to the duty to warn in which you have to determine what the right move is; it might do with receiving gifts from clients who want to give gifts to your staff; or another one that you might think of. Give the rationale for your decision and the ethical screen you used. The website globalethics.org has several articles that relate to this topic as does our text book.

Memo # 3 Due April 10 Collaboration Analysis Using the two websites and the readings on collaboration choose one organization from the literature and in two pages describe the type of collaboration employed and what the leadership confronted to achieve the collaboration.

Memo # 4 Due April 24 Grant Proposal Outcomes Develop outcomes for a grant application using any one of the programs from any of the cases we have used to date. Feel free to manufacture realistic facts and details to fulfill the requirements of the proposal. Set the context for three to four outcomes you are seeking funding for.

Case Study - paper and presentation

30 points

Leadership for a Changing World, www.leadershipforchange.org contains a number of reports and case studies related to leadership and leadership development. The reports are designed to provide new understandings of how social change leadership emerges and what sustains it. Go to the website, review the approach that the Institute takes to their research and then choose from one of the case studies. They are grouped along the lines of challenge, geography, or topic. Your assignment is to write a brief summary of the case and to prepare a fifteen minute presentation in class with 10 minutes for Q and A. In order to not duplicate the studies, have your study chosen by February 14 and choose the date that you would like to make your presentation on the attached grid. The class presentations will begin on February 21. The written assignment of a two page summary is due May 1. In both your summary and presentation focus on the issues confronted by the nonprofit, the challenges the leadership faced and the steps that were taken in the organization. Focus on the concepts discussed in class as they relate to governance, fund raising, advocacy, etc. Use any and all of the resources that are in our text and readings and one's that you discover to inform your work.

Midterm:

25 points

A scholarly paper on Nonprofit Leadership and the future of the sector. What do you recommend for the sector in order for it to succeed in today's environment? I recommend you interview a non profit CEO or Executive for their insights into this question. This assignment is intended to learn both the challenges the nonprofit faces as well as the qualities they think are most important for leadership. The paper should not exceed five pages in length.

Final:

25 points

Develop a strategic plan for one of the organizations listed in the Leadership for Change website. The plan should not be more than two pages in length.

Total: 100 points

A	94-100	outstanding; surpasses expectations in all areas
AB	88-93	surpasses expectations in many areas
B	82-87	meets expectations in all areas
BC	76-81	meets expectations in some areas; below in others
C	70-75	below expectations in most areas, not acceptable graduate work
D	64-69	below expectations in all areas
F	<64	fails to meet minimal expectations in all areas, not acceptable work

Policies:

Reading Assignments

You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

Written Assignment Policy

All written assignments are to be either typed or computer-generated. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar.

Late Assignment Policy

The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. **Unapproved late assignments will be marked down three points for each day they are late.**

Students with Disabilities

If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. I want all my students to have an excellent learning experience.

Student Behavior Policy

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Use of Technology in the Classroom

In order to learn, you must be respectful to your fellow classmates, teaching assistant and instructor by using technology appropriately in the classroom. Please turn off your cell phones at the start of class, do not send or receive text messages, and do not use laptops for anything other than taking lecture notes. If you use your cell phone or send and/or receive text messages during class, you will be asked to leave the classroom. If you use your laptop for anything other than lecture notes, you will not be allowed to use your laptop in the class for the remainder of the semester

Appendix

Social Work Competencies and Practice Behaviors

A special note for social work students:

Social Work Education is framed by a competency based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 10 core areas. Competency is achieved through the attainment of measureable practice behaviors learned through classroom and field experiences and which are derived from social work knowledge, values and skills.

SW841/PA 887 is an advanced elective course for students in the School of Public Affairs. The focus of this course is on nonprofit leadership and management, and Social Work students will find that this course contributes to their achievement of the core competencies as follows:

Competency Addressed in course	Practice Behaviors addressed in course	Assignments measuring behavior
2.1.1 Identify as a professional social worker and conduct oneself accordingly	Apply knowledge of social services, policies and programs relevant to advanced practice; Collaborate with and articulate the mission of SW to others	Memo 1, 3
2.1.2 Apply SW ethical principals to guide professional practice	Evaluate ethical dilemmas related to problems and issues in advanced practice	Memo 2
2.1.3 Apply critical thinking to inform and communicate professional judgments	Identify and synthesize multiple sources of knowledge to understand policy/practice issues related to advanced practice; Identify and evaluate models of assess	Case Study paper and presentation, Midterm
2.1.3 Apply critical thinking to inform and communicate professional judgments	Identify and synthesize multiple sources of knowledge to understand policy/practice issues related to advanced practice; Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to advanced practice; Utilize effective	Case Study and presentation and Midterm

	communication skills with diverse (parties) related to advanced practice	
2.1.4 Engage diversity and difference in practice	Actively engage diverse clients, groups or organizations to promote solutions based on diverse conceptualization of social problems; Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in advanced practice	Case Study, final strategic plan assignment
2.1.5 Advance human rights and social and economic justice	Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to advanced practice Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to advanced practice	Memo 4
2.1.6 Engage in research-informed practice and practice-informed research	Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in advanced practice	Case Study
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	Evaluate, formulate, and advocate for policies that advance outcomes relevant to the concentration. Demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the concentration.	Final Strategic Plan
2.1.9 Respond to contexts that shape practice.	Assess the impact of historical and contemporary contexts on practice and	Memo 1

	policy in the concentration. Engage in leadership roles in the concentration area.	
2.1.10 (a)-(d) – Engage, assess, intervene, and evaluate with (a) individuals, (b) families, (c) groups, organizations, and (d) communities.	Assess (a) individuals, (b) families, (c) groups, organizations, and (d) communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the concentration.	Midterm, Final