

William F. Meehan III
Lecturer in Strategic Management

Graduate School of Business
Stanford University

**STRAMGT368:
STRATEGIC LEADERSHIP OF NONPROFIT ORGANIZATIONS AND SOCIAL
VENTURES
COURSE SYLLABUS**

There is an assignment for the first class meeting. You should read this syllabus, and answer the questions posed in the Introductory Questionnaire.

This syllabus - provided as a resource for educators – is still in development. For questions, please contact wmeehan@stanford.edu.

1. COURSE PERSPECTIVE

The nonprofit or social sector is a large, growing, diverse, and dynamic part of our economy and society - from four to ten percent of economic activity in the United States by various measures. A nonprofit organization is defined, in simplest terms, as having a legal status that prohibits it from distributing its profits or surplus to individuals who exercise control over it. In the United States, many or most of the entities that provide services in social welfare, religion, education, health care, environment, economic development and the arts are nonprofits. Internationally focused nongovernmental organizations (NGOs) serve a similar function. In this last decade or so, organizations labeled social enterprises or ventures and impact investors have emerged, which are at least, in part, mission-driven, and therefore share some or all of the elements of nonprofits.

The social sector, including foundations, entered a period of unprecedented change over the last two decades. This “Impact Era”, whose early manifestations included social entrepreneurship and venture philanthropy, is reshaping the sector as fundamentally as Carnegie, Rockefeller, Ford and others did beginning during the “Industrialist Era” almost a century ago. Some of the directions of change in the sector are already clear, e.g., increased demands for accountability and performance, more active involvement by donors, blurring of the lines between the nonprofit and for profit sectors. But where today’s social sector and philanthropic leaders - including our era’s business titans such as Gates, Omidiyar, Hewlett, Packard and Moore—and most recently the Facebook founders and others of their generation—will and should take the sector continues to be the subject of vigorous debate.

This course is designed to provide a survey of the social sector from a strategic leadership perspective. Our point of view will be that of the chief executive and the board of directors. After providing an overview of the sector, the course will focus on mission and strategy. We will also cover some distinctive aspects of nonprofit management such as development/fundraising, performance measurement, and governance, as well as gain exposure to some emerging philanthropic and social venture/enterprise models. We will highlight throughout some of the similarities and differences between the social and business sectors and build on the frameworks you have learned and are learning in your core courses. And we will discuss cases that focus on smaller, social entrepreneurial organizations as well as larger, more established ones. We will read about and discuss issues confronting educational organizations, including high schools and universities; hospitals; the performing arts; social entrepreneurs and more traditional nonprofits; social service providers; churches, foundations, social ventures and international nongovernmental organizations (NGOs).

2. COURSE OBJECTIVES

The objectives of the course are:

- To introduce you to the social sector and provide you with a basic understanding of its economic and historical context

- To develop an understanding of how the frameworks and concepts of strategy apply to nonprofit and social/mission-driven organizations
- To familiarize you with some of the unique management issues faced by social sector leaders, including accounting/finance, development, performance measurement, and governance
- To reinforce an integrative/critical analytical thinking/leadership/general management perspective
- To inspire you to consider what leadership roles in the social sector you might play over your lifetime as an executive, social entrepreneur, board member, or philanthropist/investor
- To focus your attention on your oral and written communications

3. REQUIRED READING

There is no textbook for this course. Those of you who wish to have a textbook for continued reference should consider Oster, *Strategic Management for Nonprofit Organizations*. Brest and Harvey's *Money Well Spent: A Strategic Plan for Smart Philanthropy* also contains many helpful strategic frameworks.

The required reading is included in the syllabus. A complete Bibliography is the final section of this syllabus.

4. CONCEPTUAL FRAMEWORK FOR THE COURSE

The initial sessions of the course are designed to introduce you first, to some of the basic facts and trends of the nonprofit sector and second, to the integrative nature of the strategic, management and governance issues facing nonprofit leaders.

The overall framework of the course is then structured around five themes:

- **Mission.** What are the attributes of an effective mission (statement)? How should a mission-driven organization's strategy reflect its mission?
- **Strategic analysis and decision making.** How does a "theory of change" link mission and strategy? How do you develop and/or evaluate an organization's strategy?
- **Board governance.** What are the attributes and responsibilities of an effective nonprofit board?

- **Management.** In what ways are the management functions of a nonprofit or mission-driven organization distinctive from a business? How do you think about impact measurement, development, governance?
- **Your role in the evolving social sector.** In what directions will the social sector evolve? What effect will forces such as social entrepreneurship, social capital markets, social ventures, impact investing and the “new wealth” have on the future shape of the sector? What role(s) will you play?

5. ASSIGNMENTS

The course requires both individual papers and study group preparation for specific class sessions.

Individual Papers

There are two individual papers that require you to identify and interact with a nonprofit organization of your choosing, ideally the same one for both papers. Please read (and make sure you understand) what will be required in each paper early in the course so you can make sure that the organization you choose can supply you with what you need to research and write both papers. If the organization is local, you will need to visit it; if it is not, you will have to communicate by phone and other means. Sometimes identifying and gaining agreement from your chosen organization is challenging and that is part of the assignment. **(Please attribute all sources for your information, including anything you obtain from interviews, research materials, and the internet, without exception.)**

Paper #1: Evaluation of a Mission Statement

- **Part One** (due before Class 1 and bring a copy to class): Identify a nonprofit organization in which you have a genuine personal interest. Obtain its mission statement and prior to your visit/interviews, evaluate its effectiveness in one to two pages. Consider and discuss explicitly the criteria you are using to evaluate its mission. Be prepared to share the organization’s mission and your evaluation in Class 4.
- **Part Two:** After Class 4 (although you will want to start the scheduling process before then), visit/interview a half-dozen stakeholders of that organization, i.e., the executive director and/or other members of senior management, board members, clients, funders. (Please include a complete list of those you spoke with, including titles.) Prepare an additional two-page evaluation of the mission and your commentary in light of what you’ve learned. Did your evaluation change? How and why? Also, please write a revised mission statement that you think improves on the one you evaluated. Please submit both Part One and Part Two together in one Word document by Class 7.

Paper #2: Due Diligence of Nonprofit, including proposed Impact Measurement

Imagine that your family has a \$2 billion foundation (e.g., \$100 million in annual grants) and you are asked to recommend a nonprofit (ideally the same one as for Paper #1) to which it will make a **substantial, ongoing** financial commitment. Write a 4-5 page paper (plus any exhibits) that reflects your logical argument for such a grant (“I recommend we grant \$X to Y because A, B, C...”). The purpose is **not** for you to show command of the formalities of a grant proposal but instead **to demonstrate your ability to apply what you’ve learned about mission, strategy and impact measurement** so far in the course in a thoughtful, logical, and compelling manner.

- Start with a description of your family foundation’s mission, goals, and grant-making criteria and the background and logic behind them.
- Then, make the case for foundation funding by describing the nonprofit organization, its mission, strategy, including theory of change; and based on your due diligence, why and how the grant you will make to its program(s) will match your family foundation’s mission, goals, and criteria.
- Outline what specific measures you will use to evaluate the impact you believe your nonprofit will have, in general and as a result of your grant.
- Your family foundation aspires to fund organizations that are “excellent stewards of our financial resources and focused on genuine social impact.” Include an analysis of the costs and broad financial/economic model or the program or activities you propose to fund.
- Due by Class 14 (30% of total grade).

Study Group Assignments

Early in the quarter, each student will join a study group. Each group will do two, perhaps three, projects together.

- **San Francisco Symphony scenarios.** Each study group should prepare two alternative strategic, artistic, and financial scenarios, with memorable names, by changing some of the assumptions in the San Francisco Symphony’s financial model for Class 11. Each group will be sharing their scenarios in class.
- **Bridges U.S.** Study groups will be divided into two. Some will represent Bridges Ventures seeking a new investment of \$5 million to \$10 million; Others will represent your Family office, which oversees a portfolio of approximately \$ 2 billion, currently invest in a traditional endowment portfolio, which is now considering “impact investing.” Study Group Role Play in Class 13.

- **Governance Role Play Exercise.** This exercise will require an arbitrarily chosen study group to meet to prepare for a presentation and discussion in Class 16 based on role playing as board members for the fictional nonprofit Bay Area Programs. Detailed instructions will be provided but the goal is to illustrate the group dynamics of nonprofit boards in an entertaining way.

6. GRADES

The course grade will be comprised of 60 percent class participation including study group roles, 40 percent individual assignments.

- **Attendance at class meetings is critical** and each unexcused absence will result in lowering your grade. An excused absence has a specified reason and is one I have agreed to beforehand by an email, and will be limited to one during the course. If you do miss a class, you are responsible for finding out what happened from your colleagues.
- **I will assume thorough class preparation and active class participation**, including not only reading the case and associated materials but thinking about the “questions to consider.” (If, for some reason, you have been unable to prepare, please tell me before class - I could call regularly.) What you say will be important but so will your verbal clarity and impact, as well as your ability to contribute to a stimulating **group** discussion.
- **Oral and written communications will be important.** I value not only distinctive critical analytical rigor and insightfulness but also the clarity and impact of your writing and speaking.

7. GENERAL EXPECTATIONS

- Individuals usually get involved in the nonprofit sector because of their personal passions and values. You are taking this course as an elective because you have significant nonprofit leadership experience and/or you expect to in the future. As a result, we should all bring to the course the enthusiasm, energy, and commitment that are the traits of all successful nonprofit leaders.
- I am happy to discuss the course, your progress, or another topic of interest of yours.
- Please bring a name card to every class. Please arrive on time and stay until the end. Feel free to bring drinks but please do not bring food.
- Most of the syllabus will be available online. Some of you will prefer to use a tablet or PC in class to refer to it. That raises the risk of students distracting themselves through other uses of that tablet or PC. I simply ask that you do not do so, nor use cellphones. In particular, please give our invited speakers the respect of your full attention.

- There will generally be no breaks and we will start and end on time. For those who wish to continue discussion for a few minutes longer, outside speakers are often happy to stay a bit longer.
- I take the Honor Code seriously. In particular, if in your assignments you draw on sources, be they articles, books, or information provided by nonprofit or other organizations, in print form or from the Internet, it is necessary for you to attribute them, *without exception*.

8. COURSE SCHEDULE

Introduction to the Course and to the Sector

The first class meeting is designed to introduce you to the sector and to the course itself. After dealing with administrative details, we will briefly review this syllabus. The class will read and discuss a “mini-case” designed to help us understand broadly some of the strategic and governance issues facing a nonprofit organization. We will then review the basic facts about the nonprofit sector – the scope, segments, and trends of the sector. In the first two classes, we will also spend some time getting to know one another as we review student profiles and your experience with nonprofit organizations. In the second class, we will introduce many of the issues to be covered in the course through a discussion of an integrative case, Planned Parenthood.

Class 1: Introduction to the Nonprofit Sector

- Case: Joining a Board – Janet Ames (Handed out in class for discussion)
- Required Readings:
 - Course syllabus
 - Meehan and Jonker, *Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector*, “Introduction: Strategic Leadership in the Impact Era”
 - Zietlow, Hankin and Seidner, *Financial Management for Nonprofit Organizations: Policies and Practices*, excerpts from Chapter 1, “Understanding Nonprofit Organization Finances,” pp. 2-7, 8-9, 10-15
- Questions to Consider:
 - If you were Janet Ames, would you join the board of Kids First? What issues would you consider before making a decision?
 - What is the scope and scale of nonprofit activity? How can it be segmented? What characteristics define an NPO?
- Assignment: Introductory Questionnaire (fill out and submit online.)
- Notes: “Nonprofit Sector Overview”

Class 2: Introductory Integrative Case

- Case: Planned Parenthood Federation of America (A)
- Questions to Consider:
 - How would you describe the situation that Planned Parenthood faces?
 - What do you think are the core mission, strategy, governance, and management issues facing the CEO and the board?
- Note: “Strategic Diagnostic Framework”
- Discussant: Kim Meredith, Executive Director, Stanford Center on Philanthropy and Civil Society and *Stanford Social Innovation Review*; formerly, Chief Development Officer, Planned Parenthood Federation of America; Chief Operating Officer, Planned Parenthood Golden Gate

Class 3: How Mission Drives Strategy

- Case: The San Francisco Foundation: The Dilemma of the Buck Trust
- Required Readings:
 - Bryson, *Strategic Planning for Public and Nonprofit Organizations*, 2nd edition, Chapter 4, “Clarifying Organizational Mandates and Mission,” pp. 102-122
 - Hall, “Historical Perspectives on Nonprofit Organizations,” Chapter 1, in Herman & Associates, ed., *The Jossey-Bass Handbook of Nonprofit Leadership and Management*, 1st edition, pp. 3-43 (worth the time)
 - Rangan, “Lofty Missions, Down-to-Earth Plans,” *Harvard Business Review*, March 2004, pp. 1-9
- Questions to Consider:
 - What happened in Planned Parenthood (B) and (C), and why? What would you have done differently?
 - What is a community foundation? A donor-advised fund? An LLC? Can you explain what roles these are playing in today’s technology billionaire’s philanthropy?
 - Who are the meaningful stakeholders in the decision of how the proceeds of the Buck Trust should be spent? How should their interests be balanced?
 - The external environment the Buck Trust is facing is different than its founder anticipated. How should its mission reflect its founder’s intent and adapt to the current situation?
- Discussant: Sarah Stein, Managing Partner, Hall Capital; Trustee, San Francisco Foundation

Class 4: Attributes of an Effective Mission

- Required Reading:
 - Meehan and Jonker, *Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector*, Chapter 1, “The Primacy of Mission,” pp. 27-34
 - Golden, “Bittersweet Legacy: Mr. Hershey’s Wishes? The Question Hinders His Super-Rich School,” *Wall Street Journal*, August 12, 1999, pp. A1, A6

- Question to Consider:
 - What are the attributes of an effective mission statement?
- Note: “Attributes of an Effective Mission (Statement)”
- Assignment: First part of evaluation of mission submitted before class and brought to class.

Class 5: Theory of Change as Link Between Mission and Strategy

- Case: The Rural Development Institute (A): Should It Tackle the Problem of the Landless Poor in India?
- Required Readings:
 - Meehan and Jonker, *Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector*, Chapter 2, “The Few Strategic Concepts That Matter,” pp. 50-52, 53-56
 - Brest, Paul. “The Power of Theories of Change” *Stanford Journal of Social Innovation*, Spring 2010
 - “Sins of the Secular Missionaries,” *The Economist*, January 29, 2000
 - Hansmann, “Economic Theories of Nonprofit Organization,” Chapter 2, in Walter W. Powell, ed., *The Nonprofit Sector – A Research Handbook*, 1st edition, pp. 27-42 (Old, but the best there is and worth the time, particularly for those who want to understand the economics of the sector)
- Questions to Consider:
 - From the Hansmann article, what are the major resolved and unresolved issues in explaining the NPO sector in economic terms?
 - What is the logic model/theory of change of RDI? How would you evaluate it?
- Discussant: Tim Hanstad, Co-Founder & Senior Advisor, Landesa

Class 6: “6 Forces” Analysis of Competitive Position

- Case: Eastside College Preparatory School (ECP)
- Required Readings:
 - Oster, *Strategic Management of Nonprofit Organizations*, Chapter 3, “Structural Analysis of a Nonprofit Industry,” pp. 29-45
 - Saloner, Shepard and Podolny, *Strategic Management*, 1st Edition, Chapter 2, “Business Strategy,” pp. 19-30
 - Meehan and Jonker, *Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector*, Chapter 2, “The Few Strategic Concepts That Matter,” pp. 56-62
 - Kenrick, “Eastside Prep aims to close opportunity gap with personal touch,” Palo Alto Online, December 6, 2013.
- Optional Readings: (Highly recommended for those with less strategy background)
 - Porter, “Note on the Structural Analysis of Industries,” Harvard Business School Publishing, September 1, 1975 (rev. June 30, 1983), Product No. 9-376-054
 - Porter, “What is Strategy?” *Harvard Business Review*, November-December 1996, pp. 61-78
- Question to Consider:
 - In applying Oster’s “Six Forces” model, what is your overall assessment of ECP’s competitive position? What are the strongest forces influencing ECP’s position?
- Discussant: Chris Bischof, Founder, Eastside College Preparatory School

Class 7: SWOTs

- Case: Tipping Point Community
- Required Reading:
 - Bryson, *Strategic Planning for Public and Nonprofit Organizations*, 2nd ed., Chapter 5, “Assessing the Environment to Identify Strengths and Weaknesses, Opportunities and Threats,” pp. 82-103, especially pp. 95-103

- Questions to Consider:
 - What are Tipping Point’s strengths, weaknesses, opportunities, threats?
 - Tipping Point aspires to bring more rigors to their philanthropy: better due diligence, more thoughtful performance measurement, value-added support. What is your assessment of their approach, conceptually and in reality?
- Assignment: Mission Evaluation, both parts one and two, submitted by beginning of class
- Discussant: Daniel Lurie, CEO & Founder Tipping Point Community

Class 8: Strategic Analysis of Competitive Position “6 Forces”

- Case: UCSF-Stanford Hospital Merger (based on selected pages from Kastor – see below)
- Required Readings:
 - Kastor, Mergers of Teaching Hospitals in Boston, New York, and Northern California, pp. 265-282, 310-314, 318-322, 327-336, 352-362
 - Meehan and Jonker, *Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector*, Chapter 2, “The Few Strategic Concepts That Matter,” pp. 62-65
 - Saloner, Shepard, and Podolny, *Strategic Management*, 1st edition, Chapter 7, “The Spectrum of Competition and Niche Markets,” pp. 149-172 (the first 3 pages lay out the basics; the rest is explanatory detail)
- Questions to Consider:
 - What was Stanford’s competitive position at the time of the merger (i.e., a 6 forces analysis)?
 - How would you evaluate the market in which Stanford competed along “the spectrum of competition”?
 - Why did the merger fail? How could it have been successful?
- Discussant: Issac Stein, Immediate Past Chairman, Stanford Board of Trustees; former Chairman, UCSF Stanford Health Care; President and Founder, Waverley Associates, Inc.

Class 9: New Models: Social Capital Markets and “Social Networks for Social Good”

- Case: GuideStar
- Required Reading:
 - Meehan, Jonker, “The Rise of Social Capital Market Intermediaries,” Stanford Social Innovation Review, Winter 2012, pp. 48-53.
- Questions to Consider:
 - How would you describe the status of the “social capital markets”?
 - How would you propose to make the “social capital markets” more efficient and effective?
 - What strategy and other actions should Jacob consider as the CEO of GuideStar?
- Discussant: Jacob Harold, CEO, GuideStar

Class 10: 7-S Analysis

- Case: QuestBridge: A Search for Scale
- Required Reading:
 - Waterman, Jr., “Structure is not Organization”
- Questions to Consider:
 - How would you assess QuestBridge’s overall strategic position using 7-S analysis?
 - How would you evaluate QuestBridge’s strategy to scale its impact?

Class 11: Strategic Scenario Analysis

- Case: The San Francisco Symphony
- Required Readings:
 - Meehan and Jonker, *Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector*, Chapter 2, “The Few Strategic Concepts That Matter,” pp. 65-67
 - Wolf, “The Financial Condition of Symphony Orchestras,” in American Symphony Orchestra League, *The Financial Condition of Symphony Orchestras, Part I, The Orchestra Industry*, pp. A-1 to A-17, rest is optional
 - Cooper, Michael. “Roll Over, Mahler: U.S. Orchestras Are Shrinking.” *The New York Times*. Nov 22, 2014.
- Questions to Consider:
 - How would you describe San Francisco Symphony’s strategy? Strategic situation?
 - What broad strategic option does the Symphony face and what are their financial and artistic implications?
- Discussant: Sako Fisher, President, San Francisco Symphony; Derek Dean, Chief Operating Officer, San Francisco Symphony; Brent Assink, Executive Director, San Francisco Symphony
- Study Group Assignment: San Francisco Symphony scenario exercise in class

Class 12: Impact Measurement

- Case: Willow Creek Community Church: What Really Makes a Difference?
- Required Readings:
 - Meehan and Jonker, *Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector*, Chapter 3, “Count What Counts”, pp. 83-86
 - Gertner. “For Good, Measure,” *The New York Times*, March 9, 2008

- Questions to Consider:
 - What are the distinctive elements of leading in a religious environment or one where deeply held personal values are key?
 - What do you think of Willow Creek’s impact measurement approach?
- Discussant: Greg Hawkins, Minister of Ministry Development at Oak Hills Church in San Antonio

Class 13: New Models: Impact Investing

- Case: Bridges U.S.
- Required Readings:
 - “How Investors Can (and Can’t) Create Social Value,” Brest, Paul, et al. Stanford Social Innovation Review. December 8, 2016
 - “Making Sense of the Many Kinds of Impact Investing,” Trelstad, Brian. Harvard Business Review, January 28, 2016
 - Trelstad, “Impact Investing: A Brief History,” Capitalism and Society, Volume 11, Issue 2, 2016
 - “Allocating for Impact,” Social Impact Investing Taskforce
- Optional Reading:
 - Emerson and Bonini, “Blended Value Executive Summary,” October 21, 2003. Complete paper is titled “The Blended Value Map: Tracking the Intersects and Opportunities of Economic, Social and Environmental Value Creation.” Both the summary and the original paper are available at: www.blendedvalue.org/publications
- Study Group Assignment: Bridges U.S. Study Groups role-play in class
- Discussant: Brian Trelstad, Partner, Bridges Ventures

Class 14: Strategic Planning Process

- Case: Oregon Shakespeare Festival (Part A and Part B)
- Required Readings:
 - Meehan and Jonker, *Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector*, Chapter 2, “The Few Strategic Concepts That Matter,” pp. 71-76
 - Bryson, “A Strategic Planning Process for Public and Non-profit Organizations,” in Bryson ed., *Strategic Planning for Public Service and Non-Profit Organizations*, pp.11-19
 - “Update on the Hewlett Foundation’s Approach to Philanthropy: The Importance of Strategy,” The William and Flora Hewlett Foundation
- Questions to Consider:
 - How would you evaluate OSF’s strategic planning process?
 - What are the key considerations in designing an effective strategic planning process for a nonprofit?
- Discussant: Lue Morgan Douthit, Director of Literary Development and Dramaturgy, Oregon Shakespeare Festival
- Assignment 2: Nonprofit Due Diligence and Impact Measurement due by beginning of class

Class 15: Core Competencies Along a Business System/Value Chain

- Case: Ashoka: Innovators for the Public
- Required Readings:
 - Meehan and Jonker, *Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector*, Chapter 2, “The Few Strategic Concepts That Matter,” pp. 67
 - Meehan and Jonker, *Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector*, Chapter 5, “Your Team of Teams: Building and Sustaining a High-Performing Organization,” pp. 121-126

- Bornstein, “Changing the World on a Shoestring,” *Atlantic Monthly*, January 1998, pp. 34, 36-39
- Drayton, “The Citizen Sector: Becoming as Entrepreneurial and Competitive as Business,” *California Management Review*, Spring 2002, pp. 120-132
- Prahalad and Hamel, “The Core Competence of the Corporation,” *Harvard Business Review*, May – June 1990, pp. 79-90
- Notes: “Defining the Business System” (Value Chain)
- Questions to Consider:
 - What is Ashoka’s business system/value chain?
 - What are Ashoka’s core competencies along its business system/value chain?
 - How do Ashoka’s core competencies align with its new vision?
 - What do you think are the strengths and weaknesses of Ashoka’s “team of teams” organization?
- Discussant: Bill Drayton, Founder and CEO, Ashoka

Class 16: Board Governance

- Six “Mini-Cases”
- Required Reading:
 - Meehan and Jonker, *Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector*, Chapter 7, “Board Governance: Do What Works”
 - Jansen and Kilpatrick, “The Dynamic Nonprofit Board,” *McKinsey Quarterly*, 2004, Number 2, pp. 72-81
- Note: “Board Attributes and Best Practices” (To be posted after class)
- Optional Reading:
 - Board Source and Independent Sector, “The Sarbanes-Oxley Act and Implications for Nonprofit Organizations,” 2003, revised January 2006.
- Assignment: Study Group Governance Role-Play due in class

Class 17: New Models: GiveDirectly

- Case: GiveDirectly
- Required Readings:
 - Meehan and Jonker, *Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector*, Chapter 3, “Count What Counts,” pp. 92, 96, 98-99, Chapter 5, “Your Team of Teams: Building and Sustaining a High-Performing Organization,” pp. 132
 - “A Note on Theories of Poverty Alleviation and the Role of Entrepreneurship,” Stanford Institute for Innovation in Developing Economies, December 2011.
 - “Cash Transfers and Deeper Causes of Poverty,” Center for Global Development, October 28, 2013.
 - “Fighting Poverty, and Critics,” The New York Times, September 2, 2013.
 - “Opinion: Omidyar’s Market-Based Giving Hurts World’s Poor,” The Chronicle of Philanthropy, December 9, 2013.
- Question to Consider:
 - What do you think about GiveDirectly’s approach to the alleviation of extreme poverty?
 -
- Discussants: Paul Niehaus, President at GiveDirectly and Assistant Professor at UCSD; Michael Faye, Co-Founder GiveDirectly and Segovia

Class 18: Development and Fundraising

- Required Reading:
 - Meehan and Jonker, *Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector*, Chapter 6, “Money Matters: Funding as Essential Fuel”
 - Rosso, Rosso on Fund-Raising: Lessons from a Master’s Lifetime Experience, Chapter 4, “The Art of Asking with Composure,” pp. 41-54; Chapter 10, “A Blend of Art and Science: The Five Essential Steps in Disciplined Fund Raising,” pp. 115-126
- Optional Reading:
 - Aaker, “The Happiness of Giving: The Time-Ask Effect,” pp. 543-557

- Questions to Consider:
 - What is important to effective fundraising?
 - What role would you aspire to play?
- Discussant: Bob Fisher, Board member, Gap Inc.
- Assignment: Prepare fundraising “ask” for class

Class 19: Your Role in the Social Sector and the Future

- Required Readings:
 - Meehan and Jonker, *Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector*, “Conclusion: Strategic Leadership: Now Is the Time” pp. 213-216
 - The Economist, “The Business of Giving,” Section 1, in *The Business of Giving, A Survey of Wealth and Philanthropy*, February 25, 2006
 - Freeland, “Doing well or doing good? The A-Train,” *Financial Times*, June 22, 2007
 - “Vainities, and Hungry New Yorkers,” *The New York Times*, November 21, 2013
- Optional Reading:
 - Salamon, “The Resilient Sector: The State of Nonprofit America,” Chapter 1, in Salamon, ed., *The State of Nonprofit America*, pp. 3-61
- Questions to Consider:
 - How do you think the social sector will evolve?
 - What role do you want to play in the social sector in your lifetime?
- Nonprofit “Jeopardy” – Quiz on nonprofit sector facts, history, economics
- Discussants: Roberta Denning, GSB ’78, Brown Penny Fund; Anne Marie Burgoyne, Managing Director, Social Innovation at the Emerson Collective; Ashley Edwards, GSB ’16, Co-Founder, Mindright; Alina Lio, GSB ’16, Co-Founder, Mindright

9. BIBLIOGRAPHY AND RESERVE READING LIST

The following materials include books and monographs from which course readings were derived (or generally available, denoted by an asterisk) as well as other items used to prepare the contents of the course.

- *American Symphony Orchestra League. *The Financial Condition of Symphony Orchestras: Part I – The Orchestra Industry*. Washington, D.C.: American Symphony Orchestra League, June 1992.
- Anheier, Helmut K. and Avner Ben-Ner, eds. *The Study of the Nonprofit Enterprise: Theories and Approaches*. New York: Kluwer Academic/Plenum (now Springer), 2003.
- Anthony, Robert N. and David Young. *Management Control in Nonprofit Organizations*. 7th edition. New York: McGraw-Hill/Irwin, 2003.
- Berger, Steven. *Understanding Nonprofit Financial Statements*. 2nd edition. Washington, D.C.: BoardSource, 2003.
- Bernholz, Lucy. *Creating Philanthropic Markets*. New York: John Wiley & Sons, 2004.
- *Brest, Paul. “The Power of Theories of Change,” Paul Brest, *Stanford Journal of Social Innovation*, Spring 2010
- *Bryson, John M. *Strategic Planning for Public and Nonprofit Organizations – A Guide to Strengthening and Sustaining Organizational Achievement*. San Francisco: Jossey-Bass, 2nd edition, 1995.
- *Bryson, John M. *Strategic Planning for Public and Nonprofit Organizations – A Guide to Strengthening and Sustaining Organizational Achievement*. 3rd edition. San Francisco: Jossey-Bass, 2004.
- *Bryson, John M., ed. *Strategic Planning for Public Service and Nonprofit Organizations*. Tarrytown, NY.: Pergamon Press, 1993.
- Carver, John. *Boards That Make a Difference – A New Design and Leadership in Nonprofit and Public Organizations*. 3rd edition. San Francisco: Jossey-Bass, 2006.
- Carver, John. *Creating a Mission That Makes a Difference*. CarverGuide No. 6. San Francisco: Jossey-Bass, 1997.
- Chait, Richard, William Ryan, and Barbara E. Taylor. *Governance as Leadership: Reframing the Work of Nonprofit Boards*. New York: John Wiley & Sons, 2004.
- *Chait, Richard P., Thomas P. Holland, and Barbara E. Taylor. *Improving the*

Performance of Governing Boards. American Council on Education Series on Higher Education. Phoenix: The Oryx Press, 1996.

- Collins, James. *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great*. New York: HarperCollins, 2005
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