COURSE DESCRIPTION AND OBJECTIVES
Imagine that you have just accepted a position as a manager in a nongovernmental organization (NGO) whose mission aims to promote international development. You are excited, but maybe a bit nervous too. What do you need to know about NGOs and international development? What tools and skills should you acquire? This class will help you to answer these questions. This course is designed for you to: a) understand the issues related to successfully managing international development NGOs (both US- and developing country-based), b) explore the implications of these issues for NGO operations and performance, and c) build skills in applying management frameworks and tools.

We will explore the critical tasks associated with managing NGOs working in international development, humanitarian assistance, and intervention in conflict-affected countries. We begin by looking inside NGOs: what makes them efficient and effective? How do they manage and motivate their staff, volunteers, and board members? How are NGOs different from public and private sector organizations, what features do they share?

Next, we will shift our focus outside NGOs: how do they interact with governments, funders, communities, intended beneficiaries, multinational corporations, and with other NGOs in the countries where they operate? How do they navigate the various roles they fulfill: project implementers, technical assistance providers, intermediaries, partners, and policy advocates? What are the challenges they face in managing these interactions?

We then look ahead to managing NGO performance and sustainability. How can NGOs balance fulfillment of their missions while paying attention to ongoing funding, scale of operations, accountability, safety and security, local participation, comparative advantage, and effectiveness? Throughout the course, we consider the impacts on NGOs of political and policy changes in the developing and developed worlds, including topics such as: foreign aid trends, democratic backsliding, North-South relations, humanitarian and human rights policies, and global challenges.

STUDENT LEARNING OUTCOMES
Through course discussions, readings and class exercises, you will develop knowledge and skills to:

1. Assess NGO management structures and procedures for efficiency and effectiveness
2. Solve management problems with NGO staff, volunteers, and board members
3. Develop funding strategies that respond to NGO needs and funder requirements
4. Identify NGO performance and accountability issues and appropriate improvement measures
5. Analyze current and future challenges facing NGOs in international development
6. Communicate effectively in written memos and oral presentations.

COURSE REQUIREMENTS

Course requirements are designed to build skills relevant for the kinds of activities and written products that you are likely to encounter in professional settings and the workplace. All products should be submitted electronically on Blackboard. Memoranda and papers are required to be submitted in Word; do not send PDF versions. Presentations should be submitted in PowerPoint. More detailed descriptions of these assignments, and assessment rubrics for each, are available on Blackboard. You are strongly encouraged to consult these before undertaking the assignments; note that you are required to complete and submit the appropriate assessment rubrics for each of your assignments.

Average minimum amount of work: You will spend ~2 hours per week on direct instruction (a combination of asynchronous and synchronous activities) and ~6 hours per week on independent activities, on average. Over the course of the semester, you can expect to spend an average of 8 hours in instructional time per week for a total of 112 hours for the semester.

REQUIRED TEXT


PARTICIPATION

I have designed this course as a seminar, and I place substantial emphasis on collaborative discussion and analysis of assigned materials. You are expected to participate fully in all class discussions. Case studies and exercises engage students in small group discussions. Class participation grades are based on the extent to which your contributions to discussions demonstrate that you have read and reflected on the assigned readings, and that you have engaged thoughtfully in exploring the topics discussed in class. To help you engage, for each class session (except the first one), I ask that you submit by noon of the day before class meets, one, two, or three sentences that identify the concepts or issues from the required readings that you found the most unclear or confusing (15% of the final grade).

INDIVIDUAL LEARNING OBJECTIVES DISCUSSION AND REFLECTION MEMO

This is a two-part assignment. First, you will have a 15-30 minute individual conversation (phone or video) with me to talk about your interests, relevant experiences, career aims, and objectives in taking this course. Based on our conversation, you will identify your personal objectives for the course. Second, at the end of the semester, you will prepare a short reflection memorandum that offers your self-assessment of what learnings you took from the course, how the course design and assignments contributed to meeting your objectives, and how you anticipate applying what you learned in your current or future positions. The memo is due on the day of the final class session (5% of final grade).

NGO INTERVIEW AND PRESENTATION

You are expected to contact a leader/manager in an NGO that focuses on international development and interview her/him on one of the course topics, which you will choose, starting from Topic #3 (I will circulate a sign-up sheet). You will: a) write a memorandum of 4 pages (typed double-spaced) summarizing and commenting on your findings, and b) prepare and deliver a presentation of your interview in class using PowerPoint (8-10 minutes). The memo and
presentation, and completed self-evaluations using the grading rubric for the memo, are due in the class session of the week that the topic is covered (30% of the final grade).

**REACTION PAPERS**

You are required to write two reaction papers of 4 pages each (double-spaced) on your choice of two of the weekly topics covered in the course. The only rules are that: 1) the introductory topics are not available for selection, and 2) the topics selected may not include your topic choices for your NGO interview. These papers are succinct critical reflections on the required readings for the topic. They should not be summaries of the readings. Reaction papers, and completed self-evaluations using the grading rubrics, are due the week after the topic is covered in class (50% of final grade, 25% for each paper).

**SUMMARY: ASSIGNMENTS, DUE DATES, & GRADING**

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment Details</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>45 pts</td>
<td>Participation in class &amp; Fuzziest issues exercises</td>
<td>Ongoing; due by noon the day before class, as assigned</td>
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<td>NGO interview and reaction paper topics selected; individual conversations with me scheduled or completed</td>
<td>September 8 (you may change topics later as desired by notifying me)</td>
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<tr>
<td>90 pts</td>
<td>NGO interview memos and in-class presentations</td>
<td>Due on date your selected topic is covered in class</td>
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<td>150 pts</td>
<td>Two reaction papers</td>
<td>Due one week after the topic selected is covered in class</td>
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<td>15 pts</td>
<td>Self-assessment reflection memos</td>
<td>December 1</td>
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<td>300 pts</td>
<td>100% Total</td>
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</table>

**COURSE SCHEDULE**

Except for the Fowler text, all readings are available on Blackboard, along with a detailed list of both required and recommended readings.

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities/Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview</td>
<td>Fowler, “Understanding International Development”</td>
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<td>Frumkin, “The Idea of a Nonprofit…”</td>
<td>Introductions: Who are we, why are we here?</td>
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<td>Ronalds, “Factors Driving…”</td>
<td>Review of syllabus and assignments</td>
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<td>NGOs: Impressions and Perceptions</td>
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<td>2</td>
<td>Introduction to NGOs and</td>
<td>Brinkerhoff, “Looking Out, In, Ahead”</td>
<td>Schedule/hold individual</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Discussion Topics</td>
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<td><strong>LOOKING IN: INTERNAL MANAGEMENT OF NGOs</strong></td>
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<tr>
<td>3 Sept 15</td>
<td>NGO Operations, Structures, and Procedures</td>
<td>Brinkerhoff et al., “Beyond the Non...”</td>
<td>Conversation with me</td>
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<td>Fowler, Understanding Development NGOs”</td>
<td>Clarification of fuzziest issues</td>
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<td>DHS Foundation, “What’s a Social Enterprise?”</td>
<td>Topic selections: NGO interviews and reaction papers</td>
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<td>[<a href="https://www.youtube.com/watch?v=kBlwDjoW">https://www.youtube.com/watch?v=kBlwDjoW</a> Egy](<a href="https://www.youtube.com/watch?v=kBlwDjoW">https://www.youtube.com/watch?v=kBlwDjoW</a> Egy)</td>
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<td>Salamon &amp; Sokolowski, “Beyond Nonprofits...”</td>
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<td>4 Sept 22</td>
<td>Managing Human Resources in NGOs</td>
<td>Crowley &amp; Ryan, “Evolving Structures of INGOs”</td>
<td>clarification of fuzziest issues</td>
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<td>Fowler, “Organising Non-Profits...”</td>
<td>Case study Q &amp; A: small group discussion</td>
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<td>Case study: Save the Children</td>
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<td>5 Sept 29</td>
<td>Managing HR #2: Board Relations</td>
<td>Farmer &amp; Fedor, “Volunteer Participation...”</td>
<td>clarification of fuzziest issues</td>
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<td>Fowler, “NGDO People”</td>
<td>Small group case exercise</td>
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<td></td>
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<td>Hannum et al. “Emerging Leadership in Nonprofit Organizations”</td>
<td>Guest commentator: Jennifer Butz, NGO and international development consultant</td>
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<td>Recap: Looking In</td>
<td>Dupree et al., “Building a Board” (read pp. 52-55 and example #2)</td>
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<td>Holland and Jackson, “Strengthening Board Performance...” (read pp. 121-123)</td>
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<td>Tandon, “Board Games...”</td>
<td>Small group exercise (selected from USAID, p. 14)</td>
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<td>USAID, “Governance and NGOs...” (read pp. 11, 13, 18, 19)</td>
<td>Looking In reflection</td>
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<td><strong>LOOKING OUT: STRATEGIC MANAGEMENT OF NGOs</strong></td>
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<td>6 Oct 6</td>
<td>NGO Operating Environments and Stakeholders</td>
<td>Brinkerhoff, “Appreciating, Adapting, and Influencing” (read pp. 27-39, Table 3.3. on p. 49)</td>
<td>Clarification of fuzziest issues</td>
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<td>Coston, “Government-NGO Relations”</td>
<td>Case study exercise</td>
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<td>Fowler, “NGDOs are not Islands...”</td>
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<td>Hudson et al. “Everyday Political Analysis”</td>
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<td>7 Oct 13</td>
<td>Donor Relations and Accountability</td>
<td>Brown &amp; Moore, Accountability, Strategy, and INGOs”</td>
<td>Clarification of fuzziest issues</td>
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<td>Crowley &amp; Ryan, “Integrated Planning and</td>
<td>Case study exercise</td>
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<td>Date</td>
<td>Topic</td>
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<td>8 Oct 20</td>
<td>Funding, Financing, Philanthropy</td>
<td>Fowler, “Mobilising Financial Resources”</td>
<td>Clarification of fuzziest issues</td>
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<td>Casin &amp; Dan, “Revenue Diversification Strategies…”</td>
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<td>Interaction, “Innovative Financing for Development…” (read pp. 4-16)</td>
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<td>Synergos, “Case Study of Hogar de Cristo”</td>
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<td>Fowler, “NGDOs’ Sustainability, Partnership and Resourcing…”</td>
<td>Balochistan video case and small group discussion</td>
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<td>Recap: Looking Out</td>
<td>Fox, “Partnerships among Corporations and NGOs”</td>
<td>Looking Out reflection</td>
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<td>10 Nov 3</td>
<td>Scaling Up, Expanding Impact</td>
<td>Boorstin, “The Quest for Scale”</td>
<td>Clarification of fuzziest issues</td>
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<td>Guha, “Going to Scale…”</td>
<td>Small group case discussion</td>
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<td>Schnell &amp; Brinkerhoff, “Replicability and Scaling Up”</td>
<td>Guest commentator: Nermien Riad, Founder and Executive Director, Coptic Orphans</td>
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<td>Case study: Coptic Orphans</td>
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<td>11 Nov 10</td>
<td>Managing for Performance, Assessing Results</td>
<td>Ebrahim &amp; Rangan, “Limits of Nonprofit Impact…”</td>
<td>Clarification of fuzziest issues</td>
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<td>Bruno-van Vijfeijken podcast, “Measuring Social Change…”</td>
<td>Small group case discussion</td>
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<td>Fowler, “Assessing Development Impact and Organizational Performance”</td>
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<td>Mitchell, “Why Will We Ever Learn?”</td>
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<td>12 Nov 17</td>
<td>Safety, Security, and NGO Performance</td>
<td>Collinson et al., “States of Fragility…”</td>
<td>Clarification of fuzziest issues</td>
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<td>Fast et al., “In Acceptance We Trust?”</td>
<td>Guest speaker: Michael O’Neill, Founder and CEO, O’Neill Paragon</td>
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13 Nov 24 | NGOs, Humanitarian Emergencies, Post-conflict Reconstruction, and Rights-Based Development | Brinkerhoff, "From Humanitarian and Post-conflict Assistance..." | Solutions, former Senior Director for Security, Save the Children | Clarification of fuzziest issues

| 14 Dec 1 | Anticipating and Managing Change | Banks et al., "NGOs, States, and Donors Revisited..." |  |
|          |                               | Bloodgood et al., "The Future of Transnational NGO Advocacy" |  |
|          |                               | Mitlin et al., "Reclaiming Development?..." |  |
|          |                               | Ronalds, "The Change Imperative..." |  |

NGOS AND THE FUTURE: WHERE TO FROM HERE?

ACCESSING THE COURSE AND COURSE POLICIES

Getting started: This course is delivered on-line and is available to you through GWU's Blackboard. Technology requirements for participation in the course are described at the following site, which also provides instructions to you for getting help: https://online.gwu.edu/technical-requirements-and-support.

The Syllabus: This syllabus is your guide to this course. Sound educational practice requires flexibility and I may, at my discretion, change content and requirements during the semester.

Religious holidays: If you are religiously observant, you should notify me in advance of any class sessions you will miss.

Accommodation for Students with Disabilities: In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services (see https://disabilitysupport.gwu.edu). I will make accommodations based upon the recommendations of the DSS Office.

Support for Students Under Stress: I recognize that coursework can be very stressful, and especially when combined with internships, work, personal life challenges, and today's COVID-19 pandemic. I want to ensure you have all the support you need. I encourage you to seek support from the university’s Counselling and Psychological Services in the Colonial Health Center (located on the ground floor in the Marvin Center). Please see their webpage for the services available and to make an appointment: https://healthcenter.gwu.edu/counseling-and-psychological-services.
Academic Honesty: Please consult the “policies” section of the GW student handbook for the university code of academic integrity (see http://studentconduct.gwu.edu/code-academic-integrity). Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.”

Incompletes: You must consult with me to obtain a grade of I (incomplete) no later than the last day of classes in a semester. Please visit http://bulletin.gwu.edu/university-regulations for the complete university policy on incompletes.

Submission of Written Work Products Outside of the Classroom: It is your responsibility to ensure that I receive each written assignment. You will need to submit written work electronically on Blackboard, or if the site has problems, submit to me by email.

Submission of Written Work Products after Due Date: Policy on Late Work: You need to turn in work by the assigned due date in order to receive full credit for the assignment, unless I have granted you an exception. My policy is that without prior approval, late work is reduced by one-half grade for every three days (or parts thereof) that it is late.

Changing Grades after Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.

Contesting a Grade: To contest a grade you must submit a brief, professional memo stating the grade you believe is warranted and justifying the case for a changed grade with specific examples from your work, using the grading rubric for the particular assignment.
September 1

1. OVERVIEW


Recommended:


September 8

2. INTRODUCTION TO NGOs AND MANAGEMENT


DBS Foundation, “What’s a Social Enterprise?”
https://www.youtube.com/watch?v=kBlbwDy8WFg


Recommended:


II. LOOKING IN: INTERNAL MANAGEMENT OF NGOS

September 15
3. NGO OPERATIONS, STRUCTURES, AND PROCEDURES


Recommended:


September 22
4. MANAGING HUMAN RESOURCES IN NGOS


Recommended:


III. LOOKING OUT: STRATEGIC MANAGEMENT OF NGOs

October 6

6. NGO OPERATING ENVIRONMENTS AND STAKEHOLDERS


Recommended:

October 13

2. DONOR RELATIONS AND ACCOUNTABILITY


Recommended:


October 20

8. FUNDING, FINANCING AND PHILANTHROPY


Recommended:


IV. LOOKING AHEAD: NGOS AND PERFORMANCE

November 3

10. SCALING UP, EXPANDING IMPACT


Recommended:


November 10

11. MANAGING FOR PERFORMANCE: ASSESSING RESULTS


Review Crowley and Ryan, Ch. 6 (required reading for Session #7).

Recommended:


V. LOOKING AHEAD: NGOS AND KEY CHALLENGES

November 17

12. SAFETY, SECURITY AND NGO OPERATIONS


Recommended:


Browse the NGO and security items on Blackboard.
13. **NGOs, Humanitarian Emergencies, Post-Conflict Reconstruction, and Rights-Based Development**


**Recommended:**


**VI. NGOs AND THE FUTURE: WHERE TO FROM HERE?**

December 1

14. **ANTICIPATING AND MANAGING CHANGE**


