

**The George Washington University
Trachtenberg School of Public Policy and Public Administration**

**PPPA 6031 - GOVERNING AND MANAGING NONPROFIT
ORGANIZATIONS
(Spring, 2025)**

(Updated 12/10/24)

GENERAL COURSE INFORMATION

PPPA 6031.10
Governing and Managing Nonprofit Organizations
CRN 26549
Thursdays, 6:10 – 8:00 pm

PROFESSOR INFORMATION

Michael J. Worth
Professor of Nonprofit Management
Office: 805 21st Street, NW, #601-S, Washington, DC 20052
E-mail: mjworth@gwu.edu

Office hours: Spring, 2025 office hours will be announced by the professor. Students are encouraged to make an appointment, even during scheduled office hours. The professor also is available for phone or tele-conference meetings by appointment. Email is the best way to contact the professor for a prompt reply.

COURSE DESCRIPTION

This course provides a comprehensive overview of principles related to the governance and management of nonprofit organizations. Topics considered include the historical, legal, and social foundations of the nonprofit sector; developing organizational strategy and capacity; managing staff, boards, and volunteers; financial management; fundraising, marketing, communications, and advocacy; collaboration, partnerships, and mergers; accountability and performance management; earned income strategies; social entrepreneurship and innovation; and policy issues affecting the nonprofit sector. The emphasis is on nonprofit organizations in the United States. There is no course prerequisite.

INTENDED AUDIENCE

This course is appropriate for students planning or considering careers in the nonprofit sector as well as individuals employed in nonprofit organizations who seek to expand their knowledge in order to advance to more senior management roles. It is a required course for MPA and MPP students in the nonprofit management field of study and for students enrolled in the Graduate Certificate in Nonprofit Management program. It is also appropriate as an elective for other students who desire an understanding of the field.

LEARNING OUTCOMES

Students completing the course will be able to: 1) Describe the unique characteristics and values of the nonprofit sector; 2) Identify organizational opportunities and problems and propose strategic approaches; 3) Recognize the major challenges in governing and managing nonprofit organizations and identify models and tools that may be applicable in various situations; 4) Explain various approaches to measuring the performance of nonprofit organizations; 5) Explain basic principles of financial management; 6) Identify alternative strategies for revenue generation; and 7) Analyze the key policy issues affecting the nonprofit sector.

20% of course grade: class participation

Students are expected to attend class sessions and participate in discussions. Attendance will be taken in each class session. Attendance policies follow those of the Trachtenberg School of Public Policy and Public Administration.

40% of course grade: brief papers (20% each)

Twice during the semester, the professor will assign questions related to a case. The written assignment will require students to compare, contrast, and analyze concepts and issues related to the case, drawing on readings and class discussion. Answers are to be written at home. The paper may not exceed five (5) pages, double-spaced. Each brief paper counts for 20% of the course grade. The paper must be submitted via email. Word document is preferred. The cases must be purchased from the Harvard Business School site for \$9.90. See detailed instruction under Required Reading, below.

40% of course grade: course paper or project

Students will complete a substantial paper or a project, on a topic of their choosing that is related to the course. The paper or project may take several forms, as explained in Attachment I to this syllabus.

Students are strongly encouraged to identify the topic of their paper or project as early in the semester as possible, not later than week 8. Formal approval of the topic is not required, but students are encouraged to discuss their ideas with the professor to make sure that it is appropriate.

Students should be prepared to give a brief (5-10 minute, depending on class size) summary of their work in class beginning in the next-to-final session. The completed paper/project must be submitted via email by a due date that will be announced by the professor.

GRADING STANDARDS See Attachment II

COURSE POLICIES See Attachment II

TIME COMMITMENT See Attachment II

REQUIRED READING

Books:

Crutchfield, Leslie R. and Heather McLeod Grant, Forces for Good (Revised and Updated). San Francisco: Jossey-Bass, 2012. [ISBN 978-1-118-11880-1] [*Note: Electronic version is available without charge through Gelman Library.*]

Worth, Michael J., Nonprofit Management: Principles and Practice (seventh edition). Thousand Oaks, CA: Sage/CQ Press, 2025. [ISBN 978-1-0718-8408-9]

Blackboard and Web:

Additional required and recommended readings are available on Blackboard or online. The professor may assign a modest amount of additional reading, for example, a recent-published article, as the semester progresses.

Cases (brief paper assignments):

Two case studies, to be read in connection with the brief paper assignments, must be obtained from the Harvard Business School. Students will need to register at the Harvard website and pay Harvard directly for the download fee of \$9.90. The URL for the Harvard site is <https://hbsp.harvard.edu/import/1242170>. This will bring you to a site for this course, where you can register and purchase access to the two cases. If you have any difficulty downloading the cases, please contact Harvard Business Publishing Tech Help line at (800) 545-7685, which is open 24/7.

RECOMMENDED READING

Recommended reading is suggested for students who may wish to know more about a particular topic. It is optional.

RECOMMENDED WEBSITES

External links are provided on Blackboard to some websites that are good general sources of information on nonprofit management and related topics. Students may find some of these sites helpful in identifying paper topics and resources. Unless specifically assigned as required reading, viewing of these sites is optional.

COURSE OUTLINE, READING, CLASS SESSIONS

SESSION 1

JANUARY 16, 2025

COURSE INTRODUCTION AND OVERVIEW

Required reading: No reading is required in advance of the first session.

Class session plan:

- 1) Introductions by students and professor
- 2) Professor's attempts at opening humor
- 3) Professor's overview of course

SESSION 2

JANUARY 23, 2025

FOUNDATIONS OF THE NONPROFIT SECTOR

Required reading: BOOK: Worth, Chapters 1-3, including Case 2.1: *Chan-Zuckerberg*; Worth, Appendix Case 3: *The Y*. **BLACKBOARD:** Starr, 2012, The Eight Word Mission Statement

Recommended reading: BOOK: Worth, Chapter 17 (International) *NOTE:* Those with an interest in international organizations may wish to read this chapter. While the focus of this course is on management of nonprofits in the U.S., most topics have relevance in the international environment. Students are also encouraged to pursue that perspective in class discussions and in their final papers, as their interests may dictate; **BLACKBOARD:** (1) Witesman, 2016, An Institutional Theory of the Nonprofit; (2) Battilana et. al., 2012, In Search of the Hybrid Ideal

Class session plan:

- 1) Lecture/discussion
- 2) Discussion of cases from reading: Case 2.1: *The Chan-Zuckerberg Initiative*; Appendix Case 3: *The Y*.

SESSION 3

JANUARY 30, 2025

NONPROFIT GOVERNING BOARDS

Required reading: BOOK: Worth, Chapter 4 including Case 4.1, *Sweet Briar College*, and Appendix Case 1: *Silicon Valley Community Foundation*.

Recommended reading: BLACKBOARD: (1) Walsh et al., 2014, Boosting Nonprofit Board Performance **ONLINE:** Leading With Intent, 2021(<https://leadingwithintent.org/>);

Class session plan:

- 1) Lecture/discussion
- 2) Discussion of *Sweet Briar* and *SVCF* cases

SESSION 4
FEBRUARY 6, 2025
NONPROFIT EXECUTIVE LEADERSHIP

Required reading: BOOK: Worth, Chapter 5, including Case 5.1: *National Geographic* and Case 5.2: *Habitat for Humanity*

Recommended reading: BLACKBOARD: (1) Herman, 2016, Executive Leadership; (2) Silverman and Taliento, 2006, What Business Executives Should Know About Nonprofits; (3) Tebbe et al., 2017, Executive Succession; (4) Kellerman, The Future of Followership, *Strategy and Leadership*, 47(5), available through Gelman Library site

Class session plan:

- 1) Lecture/discussion
- 2) Discussion of *Nat Geo* and *Habitat* cases
- 4) Overview of Hull House case questions for first paper

FIRST BRIEF PAPER ASSIGNED: HULL HOUSE

Case available from <https://hbsp.harvard.edu/import/1242170> This will bring you to a site for this course, where you can register and purchase access to the case. If you have any difficulty downloading the case, please contact Harvard Business Publishing Tech Help line at (800) 545-7685, which (unlike the professor) is available 24/7. Students will need to register and pay a \$9.90 fee to HBS. The professor will assign questions in this class session, to which students will respond with written answers. **NOTE:** Hull House also is discussed in Case 12.1 in the textbook. Students may read the textbook case but also should read the longer HBS case, on which the questions for the paper will be based.

SESSION 5
FEBRUARY 13, 2025
ACCOUNTABILITY AND PERFORMANCE

Required reading/viewing: BOOK: Worth, Chapter 6, 7*,8*

**NOTE: Worth, Chapters 7 and 8 are related to class session 6, but it is suggested that students get started reading them this week to allow time for reading the entire Crutchfield and Grant book, which is also assigned for session 6.*

Recommended reading:

WEB: Morino, Leap of Reason; Hunter, Working Hard-and Working Well

(Both books are available for free download at <https://leapofreason.org/get-the-books/leap-of-reason/>);

BLACKBOARD: (1) Kim, et al., 2019, Challenges in the use of performance data in management: Results of a national survey of human service nonprofit organizations; (2) Mook et al., 2015, Turning SROI On Its Head; (3) Challenge of Assessing Policy and Advocacy Activities (California Endowment)

MORE ON SESSION 5 NEXT PAGE...

Class session plan:

- 1) Lecture/discussion
- 2) Discussion of Hull House case
- 3) Viewing and discussion of Dan Pallotta video: “The Way We Think About Charity Is Dead Wrong” (Dan Pallotta) (<https://www.youtube.com/watch?v=bfAzi6D5FpM>)

FIRST BRIEF PAPER DUE**SESSION 6****FEBRUARY 20, 2025****BUILDING HIGH-PERFORMANCE NONPROFIT ORGANIZATIONS**

Required reading: BOOKS: (1) Crutchfield and Grant, chapters 1-12 (13 optional); (2) Worth, chapters 7, 8 (including Case 7.1: *Community of Hope Strategic Plan*; Case 8.1: *N Street Village and Miriam’s House*)

Recommended reading/viewing: BLACKBOARD: Brest, P. 2012, A Decade of Outcome Oriented Philanthropy; **YOUTUBE:** Interview with Schroder Stribling, CEO, N Street Village (<https://www.youtube.com/watch?v=m41KWivkGVg>) (Link also is available on Blackboard.)

Class session plan:

- 1) Lecture/discussion
- 2) Discussion of Crutchfield and Grant
- 3) Discussion of *N Street Village/Miriam’s House* case

SESSION 7**FEBRUARY 27, 2025****MANAGING STAFF AND SERVICE VOLUNTEERS**

Required reading/viewing: BOOK: Worth, Chapter 9, including Case 9.2: *Volunteers in Parks*.

BLACKBOARD: Independent Sector, “Why Diversity, Equity, and Inclusion Matter” (Also at <https://independentsector.org/resource/why-diversity-equity-and-inclusion-matter/>)

Recommended reading: BLACKBOARD: Nesbit et al., 2017, The Limits and Possibilities of Volunteering

Class session plan:

- 1) Lecture/discussion
- 2) Discussion of *Volunteers in Parks* case
- 3) Viewing and discussion of Leah George video, “How generation stereotypes hold us back at work” (<https://www.youtube.com/watch?v=dKNu5ZnWhb4>)
- (4) Overview of KaBOOM! case questions for second paper

MORE ON SESSION 7 NEXT PAGE.....

SECOND BRIEF PAPER ASSIGNED: KaBOOM! CASE (Part A Main Case #517025)

Case available from <https://hbsp.harvard.edu/import/1242170> This will bring you to a site for this course, where you can register and purchase access to the case. If you have any difficulty downloading the cases, please contact Harvard Business Publishing Tech Help line at (800) 545-7685, which (unlike the professor) is open 24/7. Students will need to register and pay a \$9.90 fee to HBS. The professor will assign questions in this class session, to which students will respond with written answers.

NOTE: There are various versions of the KaBOOM! case on the Harvard site. We are reading Part A, updated 2/26/2019, product #517025. The link above will bring you to the course pack for this course, which includes that case. Case 11.3 in the textbook also discusses KaBOOM! and provides some updated information. Students are encouraged to read the textbook case but also should read the longer HBS case, on which the questions for the paper will be based.

SESSION 8
MARCH 6, 2025
GUEST SPEAKER

SECOND BRIEF PAPER DUE

MARCH 13, 2025 – NO CLASS, SPRING BREAK

SESSION 9
MARCH 20, 2025
FINANCIAL MANAGEMENT

Required reading: BOOK: Worth, Chapter 12, including Case 12.2, *Newseum*; Worth, Case 15.1: *Roca*
BLACKBOARD: (1) Foster (2009) Ten Nonprofit Funding Models (Just a quick read to get the general idea.)

Recommended reading: WEB: Peruse the most recent Form 990 of Food and Friends available on the website (<https://foodandfriends.org/about-us/annual-reports-financials/>) (Students do not need to read line-by-line. Just become familiar with the major sections and format.)

Class session plan:

- 1) Lecture/discussion
- 2) Discussion of *Newseum* and *Roca* cases

SESSION 10
MARCH 27, 2025
GUEST SPEAKER

SESSION 11
APRIL 3, 2025
MARKETING, FUNDRAISING, ADVOCACY, LOBBYING

Required reading: BOOK: Worth, Chapters 10, 11, 13, 15; Worth, Case 11.2: *Housing First*; Worth, Case 17.2: *charity:water*

Recommended reading: WEB: Lobbying Guidelines for Public Charities (Independent Sector)
<https://independentsector.org/resource/lobbying-guidelines-for-public-charities/>

Class session plan:

- 1) Lecture/discussion
- 2) Discussion of *Housing First* and *charity:water* cases

SESSION 12
APRIL 10, 2025
SOCIAL ENTERPRISE, SOCIAL ENTREPRENEURSHIP, AND SOCIAL INNOVATION

Required reading/viewing: BOOK: Worth, Chapters 14, 16, including Case 16.1: *Humane Rescue Alliance*

Recommended reading: BLACKBOARD: (1) Mayer et al., 2020, “Milton Friedman’s Doctrine”
(2) Ganz et al., 2018, Social Enterprise Is Not Social Change

Class session plan:

- 1) Lecture/discussion
- 2) Discussion of *Humane Rescue Alliance* case

SESSION 13
APRIL 17, 2025
DISCUSSION OF STUDENT FINAL PAPERS/PROJECTS

Students should be prepared to give an overview of their paper/project. The professor will establish a time-limit for these presentations, depending on total enrollment in the course.

SESSION 14
APRIL 24, 2025
DISCUSSION OF STUDENT FINAL PAPERS/PROJECTS

Continued presentations
Final mad rantings of the professor and farewells

Students will make presentations about their final papers. The professor will make concluding comments on the course.

WEEK 15

Students complete and submit final paper by deadline to be announced by professor.

ATTACHMENT I SUGGESTIONS FOR COURSE PAPER OR PROJECT

Below are some suggestions of approaches to the course paper/project. These are suggestions, but the professor is open to various approaches that students may propose.

(1) A case study of a nonprofit organization. Writing a case study requires identifying strategic issues faced by the organization and analyzing its efforts to address those issues, not merely providing a summary of the organization's programs. In many instances, a case study may be written entirely from published materials. Others require conducting interviews with the organization's leaders. There is no prescribed length for a case study, but most are about 18-20 pages, including references but not including attachments.

(2) A critical survey of the literature on a subject related to the course. The paper should reflect the student's critical thinking rather than just summarize the material, for example, identifying themes and issues in the literature and analyzing various approaches. Assigned readings may stimulate thinking about paper topics. Reading the *Chronicle of Philanthropy* is also a good way to identify topics that are of current interest in the nonprofit sector. The professor will discuss possible paper topics in class, but students should select topics of particular interest to them. A paper of this type is usually about 18-20 pages in length, including references.

(3) An analysis of an ethical or policy issue related to the course. The paper should analyze both sides of the issue and take a position, supported with reasoned arguments and data. For example, there are significant issues related to tax policy, standards for nonprofit accountability, proposals for legislation increasing the regulation of nonprofits, and many others. This type of paper is usually about 18-20 pages in length, including references.

(4) Other projects related to the course. The professor is open to creative projects that are of sufficient magnitude and relevance to the course, for example, developing a strategic or fundraising plan, conducting a capacity assessment, or evaluating a program. The project needs to be substantive, not just a volunteer experience (e.g., tutoring students in an after-school program). The project should involve applying knowledge gained through readings and discussions in this course. Students should discuss project ideas with the professor in advance of beginning work.

Students who are employed at a nonprofit may do a case study or project related to that organization, but only if it represents work outside of their normal job responsibilities and is over and above what they are required to do in their jobs. In other words, you cannot submit a work product from your employment to meet the requirements of this course.

Students may voluntarily choose to work together with up to two other students as a team to complete a significant project or case study. This requires the professor's prior approval, which will be given only for projects that represent a very substantial body of work, worthy of the efforts of multiple individuals.

Projects need to result in a tangible product that the professor can evaluate. For example, if a student were to develop a plan or manual or conduct a study or assessment for a nonprofit organization, the professor would expect to see the written plan or report. In addition, the student must submit a memorandum reflecting on the project. This memorandum should describe how the project was conducted – what meetings were held at the nonprofit, what documents and materials were used, etc. It should also summarize what was learned through the experience. If the project has been undertaken by a team, the memorandum should describe the role played by each team member.

ATTACHMENT II - ADDITIONAL INFORMATION

(The following are an integral part of this course syllabus.)

GRADING STANDARDS

Letter grades will be provided for all written assignments. The scale used in this course is as follows:

A Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, sophisticated, and well written.

A- Very Good: Very strong work for a graduate student. Shows signs of creativity and a strong understanding of issues, is thorough and well-reasoned.

B+ Good: Sound work for a graduate student; well-reasoned and thorough, without serious shortcomings. This grade indicates the student has fully accomplished the basic course objectives.

B Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

[Note: Any lower grade signifies significant skill deficiencies, inadequate engagement/effort in the class (e.g., missed assignments), and/or other issues that should be discussed as soon as problems arise and before students proceed further in the course/program.]

A letter grade will be assigned for class participation. A student who attends all class sessions (in-person or virtual if permitted) can anticipate a grade no lower than A- for this component of the course grade. Students who are absent from classes without communication with the professor, and a valid reason, may receive a lower grade. In order to earn an A for class participation, the student must have been noticeably active in class discussions.

COURSE POLICIES

This course follows established policies of the University and Columbian College, including the policy on class attendance (<http://registrar.gwu.edu/university-policies#attendance>), the policy on religious holidays (<http://registrar.gwu.edu/university-policies#attendance>), and the policy on disabilities (<http://registrar.gwu.edu/university-policies#attendance>). Students with disabilities are encouraged to seek assistance from Disability Support Services (<http://www.gwired.gwu.edu/dss>). The University's Mental Health Services provide assistance and referral to address students' personal, social, career, and study skills problems (see counselingcenter.gwu.edu). Any case of dishonesty will be referred to the Academic Integrity Council following the processes provided online. The Code states: "Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." For the remainder of the Code, see <http://www.gwu.edu/~ntegrity.code/html>.

Written assignments are due on the day indicated in this syllabus. The grade for the paper will be lowered by one-half grade (e.g., A becomes A-) for every day that the paper is late, unless the professor has granted an extension. Extensions may be granted only under certain circumstances, consistent with the above policies. The professor reserves the right not to accept work that is very late and to assign a failing grade to such work.

CIVILITY IN THE CLASSROOM

Higher education works best when it becomes a vigorous and lively marketplace of ideas in which all points of view are heard. Free expression in the classroom is an integral part of this process. At the same time, higher education demands that all of us approach the enterprise with empathy and respect for others, irrespective of their ideology, political views, or identity.

The George Washington University (GW) and its faculty are committed to creating a safe and open learning environment for all students. If you or someone you know has experienced sexual harassment, including sexual assault, dating or domestic violence, and stalking, please know that help and support are available. GW strongly encourages all members of the community to take action, seek support, and report incidents of sexual harassment to the Title IX Office. You may contact the Title IX Office at 202-994-7434 or at titleix@gwu.edu or learn more by visiting titleix.gwu.edu. Please be aware that faculty members are required to disclose information about suspected or alleged sexual harassment or other potential violations of the Title IX Sexual Harassment and Related Conduct Policy to the Title IX Office. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Community members are not required to respond to this outreach. If you, or another student you know, wishes to speak to a confidential resource who does not have this reporting responsibility, please contact Counseling and Psychological Services through the Colonial Health Center 24/7 at 202-994-5300, or the Office Of Advocacy and Support at 202-994-0443 or at oas@gwu.edu.

GW CAMPUS EMERGENCY INFORMATION

GW Emergency Services: 202-994-6111

For situation-specific instructions, refer to GW's Emergency Procedures guide.

GW Alert

GW Alert is an emergency notification system that sends alerts to the GW community. GW requests students, faculty, and staff maintain current contact information by logging on to alert.gwu.edu. Alerts are sent via email, text, social media, and other means, including the Guardian app. The Guardian app is a safety app that allows you to communicate quickly with GW Emergency Services, 911, and other resources. Learn more at safety.gwu.edu.

Protective Actions

GW prescribes four protective actions that can be issued by university officials depending on the type of emergency. All GW community members are expected to follow directions according to the specified protective action. The protective actions are Shelter, Evacuate, Secure, and Lockdown (details below). Learn more at safety.gwu.edu/gw-standard-emergency-statuses.

Shelter

- Protection from a specific hazard
- The hazard could be a tornado, earthquake, hazardous material spill, or other environmental emergency.
- Specific safety guidance will be shared on a case-by-case basis.

Action:

- Follow safety guidance for the hazard.

Evacuate

- Need to move people from one location to another.

- Students and staff should be prepared to follow specific instructions given by first responders and University officials.

Action:

- Evacuate to a designated location.
- Leave belongings behind.
- Follow additional instructions from first responders.

Secure

- Threat or hazard outside of buildings or around campus.
- Increased security, secured building perimeter, increased situational awareness, and restricted access to entry doors.

Action:

- Go inside and stay inside.
- Activities inside may continue.

Lockdown

- Threat or hazard with the potential to impact individuals inside buildings.
- Room-based protocol that requires locking interior doors, turning off lights, and staying out of sight of corridor window.

Action:

- Locks, lights, out of sight
- Consider Run, Hide, Fight

USE OF ELECTRONIC COURSE MATERIALS AND CLASS RECORDINGS

Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions, if any, should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions.

TIME COMMITMENT

This is a three-credit graduate course. The semester is 15 weeks. Instruction, including class sessions, will require 2 hours per week for 14 weeks. Required reading and preparation of papers outside of class is expected to require, on average, 6.0 hours per week during the first 14 weeks and 8 hours during week 15. The total student time commitment is estimated to be 120 hours (8.0 hours per week for 15 weeks).