campusCatalyst Academic Seminar
Lessons in Nonprofit Management
Mondays 1:50-4:40
Fall Quarter 2020
Class Location: Zoom

Lecturer: Monique B. Jones, LCSW
Email: Monique-jones@northwestern.edu AND jones@evanstonforever.org
Office Hours: Immediately following class unless otherwise scheduled

TA: Griffin Lane
Email: jeffreylane2022@u.northwestern.edu
Office Hours: Wednesdays and Fridays scheduled ahead of time/

Welcome to Lessons in Nonprofit Management Fall 2020! In this course, we will dive into the nonprofit sector and immerse ourselves in everything from how nonprofits finance their efforts to how they measure their impact. Specific to this year we will apply the best practices for nonprofit organizations engaged in the response to the global coronavirus COVID-19 pandemic as well as their ability to serve the community while being impacted by racial injustice. We will also look at what makes a great consultant during this time, as you serve as a consultant to a nonprofit client.

I've preparing to conduct this course with synchronous and asynchronous materials with may opportunities to engage along the way. It will consist of guest speakers, some didactic presentations and reading reviews, group work, and group presentations. I look forward to working with you to understand how your skills can inform your nonprofit client's next steps.

Course Objectives:

1. Gain an appreciation for the challenges that nonprofit organizations face, as well as learn about some of the most promising innovations and creativity to advance outcomes through strong business and management practices.

2. Learn the basics of the consulting industry, including why the industry even exists, how it's changing, and what it's like to work as a consultant while developing and honing your leadership competencies.

3. Learn how the social impact sector is being impacted and leaning into leadership in the face of the global coronavirus COVID 19 and repeated civil unrest due to racial injustices.

Course Structure:

This course is built around the following elements:

- Reading, discussing and writing about key topics in the nonprofit sector and consulting
- Learning from guest speakers with expertise in areas that relate to the content we are covering in

class

- Working with your teammates and your MBA mentor on a consulting project to support your nonprofit client
- Student presentations on their consulting projects

Course requirements

- Participate actively and equally in your consulting team, including attending scheduled meetings with your client's primary contact(s), visiting your nonprofit site at least once, and attending a weekly in- person meeting with your mentor and whole team.
- Attend each class and participate actively in class discussions. (Excuse any unavoidable absences by sending an explanatory e-mail at least 48 hours in advance and writing a response paper.)
- Complete all reading and homework assignments each week.
- Observe a no screen rule during all guest speaker conversations and team presentations.

Course Readings

- Most of the readings will be accessed online for free via a link provided.
- Some readings will be included in file on Canvas as PDF’s.
- The campusCatalyst community analyst handbook is accessible on Canva

Grading

Your final grade for the course will be based on a 100-point scale. See below for the cutoffs. There is no curve in this class. I truly want everyone to get an A. And, it's entirely possible for everyone in this class to get an A. I would consider that to be a great outcome.

Cutoffs for final grade:

- A: 94-100
- A-: 90-93
- B+: 87-89
- B: 84-86
- B-: 80-83
- C: 70-79
- D: 60-69
- F: Below 60

Final scores will be rounded up or down to the nearest full point. E.g. a 93.52 will be rounded up to a 94. A 93.48 will be rounded down to a 93.

Your final grade is based on a combination of individual performance and team performance. Doing well in both areas is critical to your final grade. Please see below for more detail.

Individual performance: 45% of final grade

Class participation (25% of final grade):
Class participation is an important part of this class. As such, class participation counts for 25% of the student's final grade. Every student will be graded on her/his class participation in each class on a scale of 1-10. Our class meets a total of ten times during the quarter (eight classes, reading week plus final presentations), so students can earn up to 100 class participation points. The percentage of points earned will then represent 25% of the student's overall grade. E.g. if a student earns 80 out of 100 participation points over the course of the term (i.e. 80%), then that will translate to 20 out of 25 (80%) points in calculating the student's final grade. Excused absences won't count towards a student's participation grade. However, if a student has an unexcused absence, then the student will earn a 0 for that class.

Class participation will be graded on the following criteria:

- Quality and relevance of comments and questions
- Frequency of engagement
- The degree to which assigned readings are referenced
- Participation in guest discussion from The Nonprofit Field Presentation Q & A

Below is some guidance around how we will score class participation:

- 10 out of 10:
    - Frequent participation in classroom discussion
    - A classmate who constantly looks to push the conversation forward by asking insightful questions, giving feedback that highlights an area in which his or her peers can improve (or picking up on a subtle strength of the recipient that others from the class could benefit from incorporating), or proactively contributes to discussions, often citing passages in reading or integrating relevant outside experience. This classmate is an excellent listener, who prioritizes

contributing to the classroom ethos over dominating the discussion.

- 8 out of 10:
    - Occasional participation in classroom discussion, but not a frequent contributor
    - Makes solid comments and asks good questions (sometimes tied to the readings), but there is an opportunity to be more insightful, to push the class discussion further or to leverage the readings more in the discussion.

- 6 out of 10:
    - A classmate who either rarely (if ever) participates in class, or someone who attempts to dominate a discussion in an unproductive way.

Team member evaluation (20% of final grade):
Team member evaluation accounts for 20% of a student's final grade. Each student will score her/his consulting project teammates on a scale of 1 to 10 at the midpoint of the term (week 5) and at the end of the course. Each grade will represent 10% of the student's final grade (for a total of 20% of the final grade). E.g. if a student earns 18 out of 20 points (i.e. 90%), then that will translate to 18 out of 20 (90%) points in calculating the student's final grade. Please note that all team member evaluations scores are confidential.

Team member evaluations should be based on how a student performs on the consulting project. Students should consider the following criteria in scoring their classmates:

- Attendance at all team meetings and client meetings
- Quantity and quality of contributions (e.g. ideas, constructive feedback, questions) at team meetings and client meetings
- Quantity and quality of work product (e.g. analyses, creating slides)
- Attitude and professionalism throughout the project

Students should use the following guidance to help them determine what scores to assign to their peers:

10 out of 10:

- Attends all team meetings and client meetings. Shows up on-time.
- Highly engaged in team meetings and client meetings. Consistently makes valuable insights, provides feedback and asks questions that add significant value and pushes the work forward.
- Takes ownership for significant pieces of work; delivers excellent (near final) work product on time
- Always brings a positive, "can do" attitude to the project, especially in challenging times. Actively seeks viable solutions to problems that emerge.

8 out of 10:

- Attends most team meetings and client meetings. Overall, shows up on-time, but might occasionally be running late or isn't well-prepared in advance.
- Somewhat engaged in team meetings and client meetings. Offers up some comments and questions, but in a more inconsistent way. Also, some of the student's comments and questions are valuable, while others miss the mark or are focused on less important topics.
- Takes ownership for a modest amount of work; delivers reasonably good (draft level) work product that is good but needs some additional refinement/editing.
- Overall, brings a positive, "can do" attitude to the project, although not necessarily on a consistent basis.

6 out of 10:

- Attends some team meetings and client meetings but sometimes misses a meeting. Shows up late from time to time. Not well-prepared in advance.
- Not actively engaged in team meetings and client meetings. Only offers up the occasional comment or question. Also, the student's comments and questions don't typically advance the work in a meaningful way.
- Doesn't take responsibility for a meaningful amount of work; delivers work that is sometimes late; work product is mixed in terms of quality.
- Attitude is sometimes negative toward the team, the project or the client. Doesn't constructively address issues and search for viable solutions.

Team performance: 55% of final grade

Team presentations (40% of final grade):
Each team will make three presentations during the course that summarize its work with its nonprofit client. In total, the three presentations count for a total of 40% of a student's final grade. Each presentation will be scored on a scale of 1-10.

- Presentation 1 (10% of final grade): The first presentation will focus on your initial progress on your consulting project. Please focus on: describing your client, the field in which it operates, the problem your team is tasked with solving, any additional/important context or constraints that will influence your work, your proposed project approach, timeline, deliverables, team responsibilities, potential risks (and how to mitigate) and next steps. Please develop a PowerPoint deck to support your presentation, and please plan on presenting for approximately 20-30 minutes (but no longer than 30 minutes).
- Presentation 2 (10% of final grade): The second presentation will focus on your work since your first presentation. This should include a brief recap of your client and project, as well as an update on your progress, key insights, successes, challenges, lessons learned and next steps. As with the first presentation, please develop a PowerPoint deck to support your presentation, and please plan on presenting for approximately 25-30 minutes (but no longer than 30 minutes).
- Final presentation (20% of final grade): The final presentation should be a summary of your overall project and your final recommendations/deliveries to your client. Again, this should include a brief recap of your client, project and approach, and then it should cover what you accomplished over the course of the term, including key insights, lessons learned, successes and challenges. It should also give us a sense for what you are "handing over" to the client. Please develop a PowerPoint deck to support your presentation, and please plan on presenting for approximately 25-30 minutes (but no longer than 30 minutes).

Presentations will be graded on the following criteria:

- Quality of work product
- Quality of student remarks
- Quality of presentation materials

Below is some general guidance for how the presentations will be graded:

10 out of 10:

- Team demonstrates a clear understanding of the nonprofit client, the challenge(s) it's facing and the problem it is specifically tasked to solve
- The team develops a thoughtful and rigorous approach to approaching this project, which may include:
    - clearly defined workstreams, team responsibilities, deliverables and timelines
    - primary and secondary research

    - relevant frameworks
    - industry best practices and benchmarks
    - Excel modeling
- Student remarks are clear, easy to follow and are focused on the most important aspects of the project
- Presentation materials are clear, visually compelling, easy to follow and support the students' remarks

8 out of 10:
- Team demonstrates a reasonably solid understanding of the nonprofit client, the challenge(s) it's facing and the problem it is specifically tasked to solve. That said, there is an opportunity to more clearly and thoroughly convey these topics.
- The team has a solid approach, but it could be more rigorous, comprehensive and/or clear
- Students do a good job of conveying the most important points, but there is an opportunity to deliver the message in a way that is either more compelling or easier to follow
- Presentation materials are pretty good but could be packaged in a way that is more visually compelling, easier to follow or tie more closely to the student remarks

6 out of 10:
- Team does not demonstrate a strong understanding of the nonprofit client, the challenge(s) it's facing and/or the problem it is specifically tasked to solve.
- The team's approach to the project is solid in some areas but is not sufficiently rigorous and comprehensive. There are significant gaps to how the team is thinking about this project.
- Students do not clearly communicate the key aspects of the project. It is hard for the audience to follow their thinking.
- Presentation materials are hard to follow. This may include slides that are have either too little or too much information, or slides that don't support what the students are saying.

Group discussion (10% of final grade):
Part of being a successful leader and consultant is being able to facilitate a constructive conversation among peers. To help develop this skill, each student group will be responsible for leading a discussion for approximately 45 minutes about the assigned readings and key questions during one of the weeks of class. The goal of this exercise is to facilitate a productive discussion in which you explore the material with your classmates through an engaging conversation. Please prepare a set of PowerPoint slides to facilitate the discussion. Your group discussion will be scored on a scale of 1 to 10.

Group discussions will be graded on the following criteria:
- Quality of facilitation, including an exploration of the broader topic for that week and the specific assigned readings
- Quality of student discussion
- Quality of supporting materials

Below is some general guidance for how the group discussions will be graded:

10 out of 10:
- Team demonstrates a deep and clear understanding of the topic and the readings
- Team effectively facilitates the discussion by framing the topic, leading an exploration of the topic, referencing the readings, asking open ended questions and helping to build an engaging discussion among the students
- Supporting materials are clear, visually compelling, easy to follow and help to advance the discussion

8 out of 10:

- Team demonstrates a decent understanding of the topic and the readings
- Team does a solid job of facilitating the discussion, but there is clear room for improvement. For example, the discussion doesn't cover all of the key points referenced in the readings, or the facilitation could be better structured to invite student engagement, or there isn't an exploration of different perspectives among the students or within the readings
- Supporting materials are solid but could be more visually compelling, easy to follow or more helpful in advancing the discussion

6 out of 10:

- Team doesn't demonstrate a strong understanding of the topic and the readings
- Team struggles to facilitate an engaging discussion. For example, the discussion fails to cover key points referenced in the readings, or the facilitation doesn't support a group discussion, or there isn't space made for different perspectives among the students
- Supporting materials do not add much value to the discussion

Client Evaluation (5% of final grade):
We will ask the executive director of each nonprofit (or the main point of contact for the project) to rate the quality and impact of each consulting team's work on a scale of 1-10.

Feedback
To help you understand how you are doing during the quarter, I will provide the following as we go through the term:

- Grades and feedback on your assignments and presentations within one week of submitting your work
- Midpoint participation and team member evaluation grades.

Weekly plan

Below is a more detailed description of what we will cover each week during the course

Week One: Orientation to the virtual course, Nonprofit Management and campusCatalyst

Monday, September 21st

1:50-4:40pm

Agenda for class:

- 1:50 – 2:20: Welcome and introductions to the students, instructor, teaching assistant, and MBA mentors.
- 2:20 – 3:00: Overview of the course syllabus and campusCatalyst requirements
- 3:00 – 3:30: Nonprofit Client Discussion & Small Group Discussion-Breakout
- 3:30 – 3:45 **Break**
- 3:45 – 4:00: Use of Technology, Asynchronous and Synchronous Methods
- 4:00 – 4:40: Weekly Reading Discussion-Full Group & Breakout

Small Group Discussion Questions:

- What are the expectations for our team?
- What should be our first tasks when meeting our consulting organization?
- What should you expect when working with nonprofit clients?
- What do we need from our client?
- What can your MBA mentor help with?
- What dates and where will we meet as a group?

Weekly Readings:

- CampusCatalyst Community Analyst Handbook-Available on Canvas
- National Council on Nonprofits, Nonprofit Impact Matters: How America's Charitable Nonprofits Strengthen Communities and Improve Lives. Article located in files section of Canvas.

Weekly Reading Discussion Questions:

- What is a nonprofit? Why are you interested in the nonprofit sector? What are the major trends in the nonprofit field?
- What is consulting? Why do consultants exist? When do companies or nonprofits use consultants? How do consultants add value? What makes for an effective consultant? How is the consulting industry changing?

Assignments:

- Respond to Discussion post due Sept. 27th
- Determine your group assignments for working with your nonprofit client.

Week Two: Distinguished Mission -
COVID 19 Response
Monday, September 28th
1:50-4:40pm

Agenda for class:

- 1:50 – 2:30: Weekly Reading Discussion: Full Group & Breakout
- 2:30 – 3:00: Guest Presentation: Karen Tollenaar Demorest, Youth Job Center
- 3:00 – 3:30: Guest Organization Discussion & Break Out Activity
- 3:30 – 3:45 **Break**
- 3:45 – 4:15: COVID 19 Impact on Nonprofits
- 4:15 – 4:40: Small Group Discussion Breakouts: Preparation for Presentation #1

Weekly Readings:

- Review Guest Speaker Nonprofit Organization Website and LinkedIn Profile as linked above
- Kim Jonker and William Meehan, "Mission Matters Most," Stanford Social Innovation Review, Feb. 19, 2014. http://ssir.org/articles/entry/mission_matters_most
- The Bridgespan Group: Mission and Vision Statements (organizational tools) https://www.bridgespan.org/insights/library/nonprofit-management-tools-and-trends/mission-and-vision-statements
- Christina Triantaphyllis and Matthew Forti, "Impact, Not Overhead, Is What Counts", November 13, 2013. https://ssir.org/articles/entry/impact_not_overhead_is_what_counts
- First Nonprofit: Tips for writing a great nonprofit mission statement. https://firstnonprofit.com/tips-for-writing-a-great-nonprofit-mission-statement/

Weekly Reading Discussion Questions:

- What is a mission statement?
- How do you find out the true mission of an organization?
- What is mission creep and why is it bad for nonprofits?
- What are the consequences for nonprofits not meeting their mission?
- How do you measure the impact of an organization?
- What are some of the challenge's nonprofits face in attempting to quantify their impact?
- As a consultant, what role do you play in keeping organizations true to their mission?

Small Group Discussion Questions:

- What group planning has happened since your last class?
- What are your next steps to prepare for the first presentation?
- How can you best work with your MBA mentor?
- What information from your nonprofit client will be important to share with the class?
- If you've identified a problem definition for your nonprofit client, what data do you have to support it?

Assignments:

- Be prepared for Presentation 1
- Share your presentation with your MBA mentor ahead of class.

Week Three: Presentation 1
Monday, October 5th
1:50-4:40pm

Agenda for class:

- 1:50 – 2:00: Review plan for class
- 2:00 – 2:35: Student Group 1 presentation
- 2:35 – 2:40: Q&A with Student Group 1
- 2:40 – 2:45 Feedback for Student Group 1
- 2:45 – 3:20 Student Group 2 presentation
- 3:20 – 3:25: Q&A with Student Group 2
- 3:25 – 3:30: Feedback for Student Group 2
- 3:30 – 3:45: **Break**
- 3:45 – 4:20: Student Group 3 presentation
- 4:20 – 4:25: Q&A with Student Group 3
- 4:25 – 4:30: Feedback for Student Group 3
- 4:40 – 4:50: Wrap up

Week Four: Nonprofit Leadership:
CEO and Board Chair Partnership
Monday, October 12th
1:50-4:40pm

Agenda for class:

- 1:50 – 2:30: Weekly Reading Discussion: Full Group & Breakout
- 2:30 – 3:00: Guest Presentation: Laura McAlpine & Mac Grambauer McAlpine Consulting for Growth
- 3:00 – 3:30: Guest Organization Discussion & Break Out Activity
- 3:30 – 3:45 **Break**
- 3:45 – 4:15: Racial Injustice & Civil Unrest Impact on Nonprofits
- 4:15 – 4:40: Small Group Discussion Breakouts: Next Steps With Nonprofit Client

Weekly Readings:

- Review Guest Speaker Organization Website Linked Above
- The Bridgespan Group, "Leading for Impact: Executive Team Roles & Responsibilities," https://www.bridgespan.org/services/leading-for-impact/leading-for-impact
- Board Source , "Board member job description" https://boardsource.org/resources/board-member-job-description/
- Kim Jonker and William Meehan, "A Better Board Will Make You Better," Stanford Social Innovation Review, March 5, 2014. http://ssir.org/articles/entry/a_better_board_will_make_you_better
- BoardSource, "What organizations need from their board members," https://boardsource.org/resources/organizations-need-board-members/

Weekly Reading Discussion Questions:

- What is the role of the board? What qualities and capabilities are most important for board members?

What are the common pitfalls of nonprofit boards?
- What is the role of the executive director? What qualities and capabilities are most important for the leader of a nonprofit organization? What are the common pitfalls of nonprofit executive directors?
- What are the keys to a successful presentation as a consultant?

Small Group Discussion Questions
- What went right in our team's presentation?
- What are areas for improvement?
- What are next steps as we look forward to our next presentation?
- Review any activities since last meeting with nonprofit client
- Is the timeline to accomplish the goals for this nonprofit client realistic?
- Discuss individual assignments for group members?
- Review expected peer feedback due for the next class?
- What is the plan to meet with the MBA mentor?

Assignments:
- Review feedback from Presentation 1
- Weekly meetings with MBA mentor, team and nonprofit client
- Post example of current events story captured about COVID 19 and Racial Injustice: Padlet

Week Five: Nonprofit Finance
Monday, October 19th
1:50-4:40pm

Agenda for class:
- 1:50 – 2:30: Weekly Reading Discussion: Full Group & Breakout
- 2:30 – 3:00: Guest Presentation: **TBD**
- 3:00 – 3:30: Guest Organization Discussion & Break Out Activity
- 3:30 – 3:45 **Break**
- 3:45 – 4:15: Census 2020 Impact on Nonprofits
- 4:15 – 4:40: Small Group Discussion Breakouts: Next Steps With Nonprofit Client

Weekly Readings:
- Review LinkedIn and Website links for guest classroom speaker in agenda above
- "We need to talk about the HWTYN" (Handwritten Thank You Note), Vu Le ("voo lay")
- Stan Hutton, Frances Phillips, "How to construct your first nonprofit budget", dummies.com
- "How to Research a Nonprofit's Financial Strength— Deep-Dive Approach," The Bridgespan Group. https://www.bridgespan.org/insights/library/philanthropy/nonprofit-due-diligence-donor-decision-tool/in-depth-research-nonprofit-financial-strength.
- Cynthia Gibson, "Beyond Fundraising: What Does It Mean to Build a Culture of Philanthropy? Evelyn and Walter Haas, Jr. Fund, 2015 (fcus on pages 1-26) (http://www.haasjr.org/sites/default/files/perspectives/Haas_CultureofPhilanthropy_F1_0.pdf

Weekly Reading Discussion Questions:
- What are some common misconceptions about nonprofit finances?

- How do nonprofits construct a budget?
- How should nonprofits think about where to invest their finite resources to have the biggest impact?
- How can nonprofits and philanthropic organizations best work together to achieve mission-related goals?
- As a consultant, how might you assess a nonprofit's fundraising potential to develop an appropriate strategy to increase or diversify revenue over time?
- What are some key strategies for stewarding the needed financial assets for nonprofits?

Key Questions for Small Group Discussion:

- What went right in our team's presentation?
- What are areas for improvement?
- What are next steps as we look forward to our next presentation?
- Continue data gathering and analysis. MBA mentor can provide ideas on what routes to take for analysis as you prepare for Week Seven presentation.

Week Six: Fundraising for Sustainability
Monday, October 26th
1:50-4:40pm

Agenda for class:

- 1:50 – 2:30: Weekly Reading Discussion: Full Group & Breakout
- 2:30 – 3:00: Guest Presentation: **TBD**
- 3:00 – 3:30: Guest Organization Discussion & Break Out Activity
- 3:30 – 3:45 **Break**
- 3:45 – 4:15: Election 2020 Impact on Nonprofits
- 4:15 – 4:40: Small Group Discussion Breakouts: Next Steps with Nonprofit Client

Weekly Readings:

- Review website for Evanston Cradle to Career in agenda above
- Ursala Wright, "Systems Change In A Noun And A Verb"
- Evanston Cradle to Career, "About Collective Impact," http://evanstonc2c.org/about/collective-impact/
- Chicago Foundation for Women, The 100% Project: https://www.cfw.org/100-percent/
- The Bridgespan Group, "Intended Impact/Theory of Change", https://www.bridgespan.org/insights/library/nonprofit-management-tools-and-trends/intended-impact-theory-of-change

Weekly Reading Discussion Questions:

- What are the biggest challenges facing the nonprofit sector?
- What new models or strategies can society use to make more progress against our biggest challenges?
- What is a Theory of Change? Why is it important for a nonprofit?
- What is Collective Impact? Why is it important for a nonprofit?

Small Group Discussion Questions:

- What are the next steps as we look forward to our next presentation?

- Are we on track to complete the project on time? Are there any aspects of the project that require additional attention/focus as we begin to wrap up?
- How do we ensure a successful transition at the end of the project so that the nonprofit client will be able to successfully implement our work/recommendations?

Week Seven: Presentation 2
Monday, November 2nd
1:50-4:40 pm

Agenda for class:

- 1:50 – 2:00: Review plan for class
- 2:00 – 2:35: Student Group 1 presentation
- 2:35 – 2:40: Q&A with Student Group 1
- 2:40 – 2:45 Feedback for Student Group 1
- 2:45 – 3:20 Student Group 2 presentation
- 3:20 – 3:25: Q&A with Student Group 2
- 3:25 – 3:30: Feedback for Student Group 2
- 3:30 – 3:45: **Break**
- 3:45 – 4:20: Student Group 3 presentation
- 4:20 – 4:25: Q&A with Student Group 3
- 4:25 – 4:30: Feedback for Student Group 3
- 4:40 – 4:50: Wrap up

Week Eight: Scaling Impact
Monday, November 9th
1:50-4:40pm

Agenda for class:

- 1:50 – 2:30: Weekly Reading Discussion: Full Group & Breakout
- 2:30 – 3:00: Guest Presentation: **Manchester Bidwell Case Study Video**
- 3:00 – 3:30: Guest Organization Discussion & Break Out Activity
- 3:30 – 3:45 **Break**
- 3:45 – 4:15: Unemployment & Increased Social Service Needs Impact on Nonprofits
- 4:15 – 4:40: Small Group Discussion Breakouts: Next Steps with Nonprofit Client

Weekly Readings (All in Canva):

- Manchester Bidwell Case Study-Available in Canva
- Review Manchester Bidwell Website from agenda sited above
- Kaboom Case Study-Available in Canva
- Donald Hader, "Back Office Cooperative, "Kellogg School of Management in Canva
- Alnoor Ebrahim & V. Kasturi Rangaan, "What Impact? A FRAMEWORK FOR MEASURING THE SCALE AND SCOPE OF SOCIAL PERFORMANCE," in Canva

Weekly Reading Discussion Questions:

- Why does scale matter?

- What questions should a nonprofit ask before attempting to scale?
- What are the biggest challenges that nonprofits face when trying to scale, and how can they overcome those challenges?
- Think about your nonprofit client. Does it have a clear rationale to scale? Is it well-positioned toscale?
- When should a nonprofit decide not to scale?
- What's the difference between scale and scope?

Small Group Discussion Questions:

- Review Feedback from 2nd Presentation
- What went right for your team? What improvements are needed? What do we need to do to prepare for the final presentation?
- Did you implement previous feedback from your mentor well?

Week Nine: Social Change Models
Monday, November 16th
1:50-4:40pm

Agenda for class:

- 1:50 – 2:30: Weekly Reading Discussion: Full Group & Breakout
- 2:30 – 3:00: Guest Presentation: **TBD**
- 3:00 – 3:30: Guest Organization Discussion & Break Out Activity
- 3:30 – 3:45 **Break**
- 3:45 – 4:15: Census 2020 on Nonprofits
- 4:15 – 4:40: Small Group Discussion Breakouts: Next Steps with Nonprofit Client

Weekly Readings:

- Watch the Simon Sinek's TEDTalk "How great leaders inspire action," at https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en
- Jay Conger, "Inspiring Others: The Language of Leadership", Academy of Management Executive, 1991 (Vol 5, No. 1), pgs.31-45. http:/ / homepages.se.edu/cvonbergen/files/ 2012/ 12/ Inspiring-Others_The-Language-of-Leadership.pdf
- Nathalie Kylander & Christopher Stone, "The Role of Brand in the Nonprofit Sector," Stanford Social Innovation Review, Spring2012 http://ssir.org/articles/entry/the_role_of_brand_in_the_nonprofit_sector
- The Spitfire Strategies Smart Chart 3.0: http:/ / smartchart.org/ content/smart_chart_3_0.pdf

Weekly Reading Discussion Questions:

- What is the role of the executive director?
- What qualities and capabilities are most important for the leadership team of a nonprofit organization?
- How do non-profits share their stories and impact?
- How can a non-profit build its brand?
- How can a nonprofit share its impact, and tell its unique organizational stories?

Small Group Discussion Questions:

- Review tasks ahead of final presentation.
- Identify any final needs of your nonprofit client
- Identify any final needs from your MBA mentor and assign who will

Reading Week
Monday, November 23rd
NO CLASS

Week Ten: Final Presentation Monday, Dec. 7th
Time TBD

Agenda for class:

- 1:50 – 2:00: Review plan for class
- 2:00 – 2:35: Student Group 1 presentation
- 2:35 – 2:40: Q&A with Student Group 1
- 2:40 – 2:45 Feedback for Student Group 1
- 2:45 – 3:20 Student Group 2 presentation
- 3:20 – 3:25: Q&A with Student Group 2
- 3:25 – 3:30: Feedback for Student Group 2
- 3:30 – 3:45: **Break**
- 3:45 – 4:20: Student Group 3 presentation
- 4:20 – 4:25: Q&A with Student Group 3
- 4:25 – 4:30: Feedback for Student Group 3
- 4:40 – 4:50: Wrap up