

**NYU WAGNER SCHOOL OF PUBLIC SERVICE
DEVELOPMENT STRATEGIES FOR NONPROFIT CAPACITY BUILDING
4-8 PM TUESDAYS MAY 26, JUNE 2, 9 & 16: WAVERLY ROOM 366**

COURSE PREMISE

The purpose of this course is to create a framework for students to conceptualize and subsequently engage in development as an integral component of non-profit capacity building. Development conveys the significant scope of strategic planning and creative yet disciplined execution required for effective sustainable results. The course was designed for those who engage in development from *any* perspective: as a grant maker or seeker – individual, corporate, foundation, NGO or other – at global, national or local levels. The premise is that development is most successful when approached within the synergy of overall institutional organizational coherence. This principle holds true at all times, but is particularly significant during difficult economic times like the present, when everyone must create the maximum leverage out of all activities. That includes many vital aspects for effective development and this course will explore in-depth four critical components:

- **Core Mission:** clear jointly-shared understanding of and adherence to values, purpose and goals in forming strategies and engaging in development activities
- **Internet Tools and Platforms:** innovative use of many powerful web-based options to enhance development and all other organizational initiatives exponentially
- **Integrated Organizational Leadership:** strong horizontal and vertical integration to plan, direct, implement and monitor development within a comprehensive framework
- **Different Donor Perspectives:** firm grasp of what philanthropists from multiple sectors find compelling and their guiding motivations to increase development effectiveness

COURSE STRUCTURE, SCHEDULE AND REQUIRED READINGS

Time	Tues May 26	Tues June 2	Tues June 9	Tues June 16
4:00-4:30	course overview by professor Hack	Internet Tools and Platforms intro by Hack	Integrated Organizational Leadership intro by Hack	Different Donor Perspectives intro by Hack
4:30-6:00	Core Mission student dialogue with, after presentation by: Nadine B Hack, beCause Global Consulting President	student dialogue with, after presentations by, panel: Frankie Cheung, DonorsChoose.org Senior Business Analyst Sarah Durham, Big Duck Principal and Founder Danny Moldovan, Change.org VP Strategy and Communications	student dialogue with, after presentations by, panel: Kofi Boateng, Africa America Institute COO Bill Bohnett, Synergos Institute Board Member Kona Goulet, EnlightenNext Director Development	student dialogue with, after presentations by, panel: Juliette Gimon, Google.org Program Manager Global Economic Development Jacob Lief, Ubuntu Education Fund President and co-Founder Westina Matthews-Shatteen, Merrill Lynch Managing Director Elizabeth Sackler, Arthur M. Sackler Foundation President and CEO
6-6:15	BREAK	BREAK	BREAK	BREAK
6:15-8:00	students & Hack continue discussion	students & Hack continue discussion	students & Hack continue discussion	students & Hack continue discussion

*ALL GUEST PANELISTS ARE SUBJECT TO CHANGE

Tues 5/26 – Core Mission

Everyone supporting an organization, collectively “the stakeholders” (i.e.: managers, staff, board, volunteers, donors, allies and partners) sharing a clear understanding of and adhering to its core mission is critical for success. While most organizations have a written mission statement, all too often the stakeholders are vague about it. They find themselves losing focus and, although working hard, not achieving their purpose, vision and goals. We will explore ways to ensure that internal decisions are made and external communications are disseminated to advance the organization’s core mission. We will include an analysis of the types of initial efforts you can engage in to help stakeholders shape, feel ownership of and be guided by mission in their respective endeavors. We also will assess methods to regularly realign with mission as the gold standard for ongoing activities.

REQUIRED READING ASSIGNMENTS:

Tempkin, Terrie. “Defining mission, vision, values”. *The Philanthropy Journal*. 5 Sept 2008.
<<http://is.gd/wYqz>>.

Phills, James A. Integrating Mission and Strategy for Nonprofit Organizations. Cary, NC, USA: Oxford University Press, Incorporated, 2005. [locate using <http://www.bobcat.nyu.edu>: read pp 20-47]

Heathfield, Susan M. “Build a Strategic Framework: Mission Statement, Vision, Values...”
About.com 27 Apr 2009 <<http://is.gd/wYro>>.

Blackboard-posted biography for course professor Hack

Tues 6/2 – Internet tools and platforms

In every sector including nonprofit, the Internet is changing how things are done at warp speed, exponentially increasing organizations’ ability to be effective regardless of their size or physical location. Social networking has become the currency of the day, explosively and creatively offering ever-new ways to build community around a cause (e.g.: Facebook, LinkedIn, blogs, Twitter, etc.). Access to news and information has become instantaneous (e.g.: Wikipedia, on-line databases, Google and other search engines, etc.) We will explore the myriad tools and platforms that cutting-edge practitioners are pioneering as the latest methods of gathering information from and of reaching out to target audiences. Just a few years ago, this segment was called “e-Philanthropy” and focused on email, instant messages or “donate now” links but now the frontier is wildly expanding.

REQUIRED READING ASSIGNMENTS:

Silberman, Michael. “Welcome to the New Media Campaign Tools of 2012”. *Mother Jones*
13 March 2009 <<http://is.gd/wYLi>>.

Stannard-Stockton, Sean. “Philanthropy’s Information Revolution”. *The Chronicle of Philanthropy*
23 April 2009 <<http://is.gd/x26q>>.

Roark, Walter. “White Paper: Social Networking in a Web 2.0 World”. ThePort Network, Inc.
5 March 2009. [see Blackboard for PDF]

Blackboard-posted biographies for guest panelists Cheung, Durham and Moldovan

Tues 6/9 – Integrated Organizational Leadership

As per course premise, development does not take place in a vacuum; it is intertwined inextricably with every aspect of the comprehensive institutional integrity. The professionalism and clarity of each element (or lack thereof) has impact on all others; and affirmation of linkage among them will affect significantly overall efficiency and productivity. Whether start-ups or organizations with long histories, frequently a common “silo” mentality cripples their efforts. Senior managers and staff from different departments are disconnected from the work of their colleagues, board members and other volunteers unaware of what paid professionals actually are doing and vice versa. The whole always is greater than the sum of the parts: leveraged synergy advances specific sub-objectives. We will explore how to create and sustain horizontal and vertical collaboration for integrated organizational leadership.

REQUIRED READING ASSIGNMENTS:

“12 Principles of Governance that Power Exceptional Boards.” BoardSource, 2005
<<http://is.gd/wYyJ>>.

“The Executive Director: The COO’s Most Important Partner.” The Bridgespan Group, 2007
<<http://is.gd/wYvt>>.

Dayton, Kenneth N. “Governance is Governance.” *Independent Sector*, 2001. <<http://is.gd/wYLP>>. [pp 4-11]

Roth, Stephanie. “Creating a Culture of Fundraising in your Organization”. *Grassroots Fundraising Journal*, 2001 <<http://is.gd/wYuh>>.

Kanter, Beth. “Silos Culture Inside the Walls of Nonprofits Prevent Effective Social Media Use”. 10 April 2009 <<http://is.gd/rOuv>>.

Blackboard-posted biographies for guest panelists Boateng, Bohnett and Goulet

Tues 6/16 – Different Donor Perspectives

Corporations have realized – either on their own or in response to advocacy groups – that they have a responsibility to use their economic power for positive impact. Usually they fund programs that are related to their goods and services and/or the geographic regions in which they operate their business. Foundations also have clear guidelines but with diverse motivations (e.g.: their philosophy, chosen areas of focus, decision protocols, etc.) and specific needs (e.g.: closing reports rather than name recognition, etc.). Individuals may have a particular passion and their own very unique way of discriminating among possible myriad philanthropic opportunities. You must learn to understand how various types of donors look at potential grantees, involving a great deal of research and preparation.

REQUIRED READING ASSIGNMENTS:

Breeze, Beth. “The new age of philanthropy will not wither in these dark days”. *The Financial Times*, 25 April 2009 <<http://is.gd/wZwU>>.

Cohen, Rick. “Recession dampening corporate giving”. *Philanthropy Journal*, 13 April 2009
<<http://is.gd/sgll>>.

“Foundation-Grantee Relationships”. The Center for Effective Philanthropy, 2008
<<http://is.gd/wZE7>>.

Gose, Ben. "Anonymous Giving Gains in Popularity as the Recession Deepens". *The Chronicle of Philanthropy*, 30 April 2009 <<http://is.gd/wZBx>>.

Sullivan, Paul. "Keep Donations Flexible Now to Avoid Conflict Tomorrow". *The New York Times*, 1 May 2009 <<http://is.gd/wZzL>>.

Blackboard-posted biographies for guest panelists Gimon, Lief, Matthews-Shatteen and Sackler

COURSE REQUIREMENTS

Readings, verbal & written communications before, during & in between each sessions

Prior to each class, students must **complete all assigned readings** for that segment listed in this syllabus. We posted on Blackboard additional non-required readings for those who have interest in probing deeper. Students can share on the discussion page probative questions, new perspectives, insightful comments, thoughtful analysis, and additional resources before or after each class. So, students **must check Blackboard regularly** while taking the course to keep up to date and engaged.

As this course is being presented in four days, any student who wants to get credit **must attend each session** from **4pm sharp to 8pm**. If there are extenuating circumstances requiring students to miss one hour maximum during any one of the sessions, they are **required to** (a) alert professor Hack in advance; and (b) arrange with another student to debrief on the missed segment.

To increase engagement among students and guest panelists, students **must e-mail a short bio** (no more than 200 words) to admin@because.net no later than Mon May 18. We then will distribute a compiled list of student bios, which students **must read**. We'll also send these to all guest panelists so that everyone participating in the course will know about each other in advance.

Final paper due two weeks after course completion: day end Tues June 30

Conveying complex concepts in a clear, tight, coherent, compelling fashion is a critical skill for effective development. Students must meet professional standards expected of graduate school papers, including but not limited to: **(a) well-reasoned premise; (b) systematically organized structure; (c) methodologically sophisticated analysis; (c) concisely well-written**. Professor Hack will neither accept "laundry lists" of many lessons learned nor papers lacking lucid, well-ordered, reader-friendly organized structure. In three to four pages (standard 1' margins, 1.5 line spacing) students **must adhere to the following guidelines**, of which the second and third are most critical:

- 1) Choose **one** organization of interest to you (e.g.: one you have worked with, are working at, would like to work with, learn more about, or one you hope to create ¹);
- 2) Pick **one** specific insight covered in the course and describe what you view as its primary importance to and/or challenges it poses in the context of your selected organization; and
- 3) Explain how, why and for what reason you would use this insight to concretely **apply knowledge gained from this course** (i.e.: specific references to panelist presentations, readings, classroom and/or blackboard discussions) at the organization you have chosen

¹ Regardless of which type, within your paper do not include a lengthy description of this organization: simply explain your rationale of why and how your focus on one particular issue is relevant for it.

BREAKDOWN OF GRADES

- 1) **[35%]** Depth and breadth of *verbal and/or written participation* (a) *in* classroom discussions and/or (b) *on* Blackboard;
- 2) **[65%]** Focus, clarity, intellectual rigor and structural discipline of *final paper* due Tues 6/30

PROFESSOR HACK AVAILABILITY

Waverly Building room 366, 24 Waverly Place on the west side of Washington Square Park, for discussion with any student who wants to confer outside class hours, at the following times:

- (1) ***During the half hour*** starting at 3:30pm ***before each of the four classes*** begins at 4pm
- (2) ***During the half hour*** until 8:30 pm ***after each of the four classes*** ends at 8pm

At all other times, or for other inquiries, please send an email to: admin@because.net