

Nonprofit Management and Leadership
MGT 517
Spring 2009
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Purpose: The course will focus on the knowledge, skills, and competencies necessary to manage nonprofit organizations. The course will describe organizational, interpersonal, political, and ideological approaches to leading and will show how to integrate them in the service of mission. Special attention will be given to leading without relying on traditional structures of power.

Premise: Every nonprofit organization (NPO) has at its core a cultural commitment derived from an ideology, value, or ideal. Successful NPOs embody their deepest commitments.

Format: The class meets each week for three hours, with each class meeting containing three segments: a discussion of the week's reading, a lecture or formal presentation, and some creative endeavor (usually the working of a case study). **Attendance is mandatory;** absences will hurt your grades. Indeed, **students with more than two absences will not pass this class.**

Weekly Assignments: You will be expected to complete the week's reading before class. Usually there will be about four articles to read. You should take notes and reflect on the reading; simply reading the words is not enough.

Each week you will write a 500-word (one single-spaced page) paper discussing the week's reading. The focus of the writing should be on (a) synthesizing the ideas in the readings, and (b) applying those ideas to the realm (i.e. organizational field) that you know best. Please turn the paper in by **11:59PM on Sunday** (i.e. the day before the class meets). I will grade them and return them to you at the beginning of class. You may turn the paper in through any number of channels: email it to me (cormode@fuller.edu), fax it to me (626-584-5251), or send a carrier pigeon. It really does not matter how I get the paper, so long as I get it in time to read it before class. There are three reasons for having you write papers.

1. It makes you a better learner because it provides an opportunity to reflect on the readings: that is, to synthesize the material and to apply it to a setting you know well.
2. It makes me a better teacher because I will know from reading your reflections what issues matter most to class members and what concepts may need special attention.
3. It prepares you for leadership because it challenges you to present your ideas clearly and succinctly.

Grading: 33% weekly writing assignments, 33% exam, 33% final project

Books:

Lee Bolman & Terrence Deal, *Reframing Organizations, 3rd Edition* (Jossey-Bass, 2003 [1991])

James Collins, *Good to Great* (HarperCollins, 2001)

James Collins, *Good to Great and the Social Sectors* (self-published monograph)

Richard Chait, et. al., *Governance as Leadership* (Hoboken, NJ: Wiley, 2005)

Wilfred Drath & Charles Palus, *Making Common Sense* (Greensboro, NC: Center for Creative Leadership, 1994 [2001])

PLEASE NOTE: This is a **preliminary schedule**. I highlight the tentative nature of the schedule for good pedagogical reasons. I believe that each course should be, as much as possible, tailored to the needs of the specific students in that semester's class. To that end, I expect to spend part of the first two weeks getting to know the work experiences and learning goals of those of you in this class. I then plan to re-design the case assignments and some of the article readings after the second week of class. Please understand that the books you purchased will remain the texts for the course. The emphases, however, will change as I mold this course to your needs.

Date	Reading Assignment	Case Study
Feb 2	Introduction	
Feb 9	<p>Chris Argyris, "Teaching Smart People How to Learn," <i>HBR</i> (May 1991) Peter Drucker, "What Business Can Learn from Nonprofits," <i>HBR</i> (July 1989) Peter Drucker, "The Theory of the Business," <i>HBR</i> (September 1994)</p> <p>Special Writing Assignments: (in addition to your reflection papers)</p> <ol style="list-style-type: none"> 1. Each student will bring a summary of his/her NPO experience and summarize the NPO they know best. 2. Please describe on a separate sheet one recent success and one recent incident where you believed that you failed. 	Esperanza (handout)
Feb 16	<p>Bolman & Deal, <i>Reframing Organizations</i> (Jossey-Bass, 1991) Preface and Chapters 1, 3, 6, 7, 9 & 10 Alan Bryman, "Leadership in Organizations," in <i>Handbook of Organizational Studies</i>, ed. by Stewart Clegg (London: Sage Publications, 1996) 276-292.</p>	"The Treasurer who Roared" (handout)

	William Ury, <i>Getting Past NO</i> (New York: Bantam, 1993) pp. 169-171, 3-28	
Feb 23	<p>Bolman & Deal Read Chapters 12-14</p> <p>Wilfred Drath and Charles Palus, <i>Making Common Sense: Leadership as Meaning-making in a Community of Practice</i> (Greensboro, NC: Center for Creative Leadership, 1994 [2001])</p> <p>Max DePree, "What is Leadership?" from <i>Leadership is an Art</i> (Dell, 1989) pp. 11-22</p> <p>Michael Cohen & James March, <i>Leadership & Ambiguity</i> (Harvard, 1986 [1977]) pp. 1-5, 195-207.</p>	TBA

March 2	<p>Craig Dykstra, "Evaluation as Collaborative Inquiry" {handout}</p> <p>James Collins, <i>Good to Great</i> Chapters 1-6</p> <p>James Collins, <i>Good to Great and the Social Sectors</i> (entire monograph)</p>	<p>Reflections of a University President from Judith Ramaley, "Change as a Scholarly Act" In Kezar, A., & Eckel, P. (Eds.), <i>Moving beyond the gap between research and practice in higher education</i>. New Directions for Higher Education, No. 110. San Francisco: Jossey-Bass.</p>
March 9	<p>Peter Senge, "The Leader's New Work," <i>Sloan Management Review</i> (Fall 1990)</p> <p>James Collins & Jerry Porras, "Building Your Company's Vision" <i>HBR</i> (Sept 1996)</p> <p>Arie DeGeus, "Planning as Learning," <i>HBR</i> (March 1988)</p> <p>Jeffrey Pfeffer & Robert Sutton, "The Smart-Talk Trap," <i>HBR</i> (May 1999)</p> <p>Henry Mintzberg, "Crafting Strategy," <i>HBR</i> (July 1987)</p>	<p>N.J. Demerath & Rhys Williams, "Homelessness in the City of Homes," from <i>A Bridging of Faiths</i> (Princeton University Press, 1992)</p>
Mar 16	No Class: Spring Break	

Mar 23	Ronald Heifetz, “The Work of Leadership,” <i>HBR</i> (January 1997) Edgar Schein, “The Learning Leader as Culture Manager” {handout}	Ronald Heifetz, “Mobilizing Adaptive Work” in <i>Leadership without Easy Answers</i> (Harvard Business Press, 1996) pp. 69-100.
Mar 30	Chait, <i>Governance as Leadership</i> Read the whole book	Cases included in the Chait book
April 6	Robin Ely & Deborah Meyerson, “Theories of Gender in Organizations,” in <i>Research in Organizational Behavior</i> , ed. by Staw & Sutton (2000) 103-151 Marta Calas and Linda Smircich, “From ‘The Woman’s Point of View’: Feminist Approaches to Organization Studies,” in <i>Handbook of Organization Studies</i> , ed. by Stewart Clegg et. al, (Sage Publications, 1996) 218-257 Stella Nkomo and Taylor Cox, “Diverse Identities in Organizations,” in <i>Handbook of Organization Studies</i> (Sage, 1996) 338-356	Ram Cnaan, “Confronting Crisis: When Should the Board Step In?” in Miriam Wood, <i>Nonprofit Boards and Governance: Cases</i> (Jossey-Bass, 1996) 149-164
April 13	Chris Argyris, “Empowerment: The Emperor’s New Clothes” <i>HBR</i> (May 1998) Chris Argyris, “Good Communication that Blocks Learning,” <i>HBR</i> (July 1994)	Robert Wuthnow, <i>Acts of Compassion</i> (Princeton Univ. Press) Chapters 5 & 6
April 20	Examination	
April 27	Prepare for Final Project (NOTE: NO CLASS MEETING)	
May 4	Present Final Projects	