

## **MAN 680: Challenges in Public and Nonprofit Management – Case Study Seminar**

*Chair of Business Administration, Public & Nonprofit Management*

1	Course description .....	2
2	Learning and qualification outcome .....	2
3	Organizational information .....	2
4	Course details .....	3
4.1	Proof of Performance.....	4
4.2	General Requirements of the Students .....	4
4.3	Requirements for the Case Presentation .....	4
4.4	Requirements for the Written Seminar Work .....	5
4.5	Requirements for the Case Discussion .....	5
5	Case Studies .....	5
	Case Study 1: Google.org: For-Profit Philanthropy .....	5
	Case Study 2: Vox Capital: Pioneering Impact Investing in Brazil .....	5
	Case Study 3: The Mosquito Network: Collaborative Entrepreneurship in the Fight to Eliminate Malaria Deaths .....	6
	Case Study 4: Emergency Response to a Long-Term Crisis? Médecins sans Frontières and HIV/AIDS in Ethiopia.....	6
	Case Study 5: Associacao Saude Crianca: Trying to Break the Cycle of Poverty and Illness at Scale .....	6
	Case Study 6: Mothers of Rotterdam: Scaling a Social Services Program in the Netherlands .....	7
	Case Study 7: Acindar and Its Corporate Volunteer Program .....	7
	Case Study 8: Measured Approach: TEGV Assesses Its Performance & Impact on Educational Enrichment Programs .....	7
	Case Study 9: "Reinventing" the Command: General Janet Wolfenbarger's Values-Based Leadership Drives Change at the United States Air Force.....	8
	Case Study 10: Christine Lagarde: Being a Public Servant .....	8
	Case Study 11: Megaprojects & the Role of the Public: Germany's Embattled 'Stuttgart 21' Rail Project.....	8
6	Literature.....	9

## 1 Course description

Worldwide public and nonprofit organizations make an important contribution to society. In order to face the increasing economization and globalization in the public and nonprofit sector, organizations need to professionalize. Combined with the public and nonprofit-specific organizational purpose, these tendencies pose particular challenges to public and nonprofit management. These will be highlighted by analyzing scientific papers and by discussing practical cases and project work.

## 2 Learning and qualification outcome

By the end of the module students will be able to:

- explain the particularities of public and nonprofit management,
- apply general management methods in the public and nonprofit sector,
- evaluate the development of specific concepts for public and nonprofit organizations,
- discuss hypotheses and findings in the field of public and nonprofit management,
- critically analyze scientific papers.

Moreover, key competencies such as presentation competence, working with academic papers and team competencies shall be acquired

## 3 Organizational information

Kick-off: ( <i>presence required</i> )	18 <sup>th</sup> February 2020, 15:30 pm–18:45 pm (room: tba)
Consultation hours: ( <i>presence required</i> )	3 <sup>rd</sup> March 2020
Case processing: ( <i>self-study</i> )	17 <sup>th</sup> March 2020, 12:00 pm (Deadline)
Block (I-VI): ( <i>presence required</i> )	23 <sup>rd</sup> March – 25 <sup>th</sup> March 2020, 30 <sup>th</sup> March – 1 <sup>st</sup> April 2020; 03:30 pm –06:45 pm (Mondays, Wednesdays: O131, Tuesdays: O 135)
Written seminar work: ( <i>self-study</i> )	5 <sup>th</sup> May 2020, 12:00 pm (Deadline)
Form of assessment:	Case presentation (group work; 30 %), written seminar work (group work, individually written chapters; 50 %), written peer- evaluation of case presentation and discussion (individual work; 20 %)

Registration:	Registration is administered centrally via the Portal2 (official registration period in February 2020); no registration possible after the kick-off on 18 <sup>th</sup> February 2020.
Course materials:	ILIAS
Credits:	6 ECTS (= 180 working hours: attendance of seminar (ca. 20) + case processing (ca. 60) + preparation for discussion (ca. 20) + writing seminar paper (ca. 60))
<b>Contact details</b>	
Lecturer:	Benedikt Englert, Simon Thimmel
E-Mail:	b.englert@bwl.uni-mannheim.de thimmel@bwl.uni-mannheim.de
Phone:	+49 621 181-1723 +49 621 181-1724
Office hours:	by appointment

#### 4 Course details

There will be a kick-off session to start the seminar MAN 680 on 18<sup>th</sup> February 2020. The lecturers will give an introduction to the fundamentals of public and nonprofit management. Moreover, they will clarify the seminar content and administrative details. In the kick-off session students will be assigned to a case study. Before the kick-off, students may opt for their prioritized case study until 17<sup>th</sup> February 2020, 11:59 pm (Excel sheet with prioritization on ILIAS; upload of prioritization also on ILIAS; 1: highest priority, 11 lowest priority).

On 3<sup>rd</sup> March 2020, the instructors offer a case and group-specific Q&A session to answer questions. The final slides for the case presentations including a 1-page handout need to be provided by 17<sup>th</sup> March 2020, 12:00 pm the latest (pdf-format via ILIAS upload). During the block seminar days (23<sup>th</sup> March – 25<sup>th</sup> March 2020, 30<sup>th</sup> March – 1<sup>st</sup> April 2020; 03:30 pm – 06:45 pm), we will discuss several different challenges of public and nonprofit management and listen to the case presentations and discussions of the groups. The order of presentations will follow the course schedule for all seminar dates, which will be presented in the kick-off session. The maximum presenting time allowed is 30 minutes. The discussion following each presentation is conducted and moderated by another group and lasts approximately 20 minutes. The corresponding discussion groups will also be assigned in the kick-off session.

Following the seminar sessions, the students will individually compose a seminar thesis, in which they will discuss the cases based on the particular theoretical-conceptual foundations of the respective content areas (please view chair-specific guidelines for the composition of sci-

entific work). The written seminar work (5000-6000 words, including tables and figures; excluding bibliography) is due on 5<sup>th</sup> May 2020 (12:00 pm) at the front office of the Chair for Public and Nonprofit Management at L5, 4. The written assignments are to be submitted in both printed (stapled, single copy) and digital form (Word or pdf-file; upload via ILIAS).

#### 4.1 *Proof of Performance*

The proof of performance is composed of the parts: Case presentation (group work; 1), written seminar work (group work, individually written chapters; 2), case discussion of another group's case (group work; 3)

	Share of final grade
Case presentation	30 %
Written seminar work	50 %
Case discussion	20%
Total	100 %

#### 4.2 *General Requirements of the Students*

The contents of the seminar will be developed through case studies based on current scholarly literature in the field of public and nonprofit management. Aside from the input given by the instructors, the presentation and critical discussion of the cases play a major role during the compulsory sessions. Consequently, we expect proper preparation and active attendance of all students during the seminar sessions.

Because the case studies and the majority of the scholarly literature for the topics are in English, competency of the English language, as well as the readiness to critically deal with topic-specific practical challenges and scientific literature, are prerequisites for participation in the seminar.

Prerequisite for a successful completion of the seminar is regular attendance. Excused absence during seminar sessions is allowed for a maximum of 180 minutes if no proof of performance is to be delivered during these sessions.

#### 4.3 *Requirements for the Case Presentation*

The students are to present a case study on specific challenges in public and nonprofit management. Key aspects of the cases should be reported, as well as critically reflected and discussed based on guiding questions for the central problems. To support the speech, power-point-presentations are highly recommended. Additionally, a handout is to be provided to fellow students via ILIAS (max. 1 page). The duration of the presentation is limited to 30 minutes.

Assessment criteria are the content, structure, and delivery of the presentation as well as how questions and feedback are handled.

#### 4.4 Requirements for the Written Seminar Work

Goal of the seminar thesis is to reflect the student's ability to critically – and in written form – discuss the practical challenges of public and nonprofit management through case studies on the basis of topic-specific theoretical-conceptual foundations. To support this process, students can make use of existing scientific management literature. The structure of the seminar thesis follows the provided guiding questions. The allocation of the respective parts is to be highlighted. The outlines for the thesis can be discussed in the Q&A session with the instructors on 3<sup>rd</sup> March 2020.

Assessment criteria are the content, systematic approach, scientific language and formal aspects of the thesis. The theses have to be in accordance with the guidelines provided by the Chair for Public and Nonprofit Management (see homepage).

#### 4.5 Requirements for the Case Discussion

To improve the learning experience of all students, the case presentations are followed by guided plenary discussions of the presented material. In the case discussion critically reflect the respective case presentation and thereby initiate a feedback discussion. There are no formal requirements regarding the implementation of case discussions.

Assessment criteria as part of the critical reflection of the results are the quality of the relevance, demonstration of the causal relationships, the reaction to (counter-)arguments, the reasoning / theoretical foundation of propositions, importance, and clarity.

### 5 Case Studies

#### *Case Study 1: Google.org: For-Profit Philanthropy*

The Google.org: For-Profit Philanthropy case introduces a distinct social enterprise structure, a combination of a philanthropic division of a for-profit corporation and a nonprofit foundation. The case provides an up-to-date, in-depth description of Google.org, one such hybrid, and a brief overview of Salesforce.org, a comparable hybrid. This case provides an opportunity to explore the tensions between the for-profit and nonprofit entities that inevitably arise in such structures, as well as factors that contribute to these tensions and solutions that have been attempted to address them. The case revolves around the tension caused when a non-entrepreneurial entity, Google.org, is created within the entrepreneurial culture of Google. Unlike most entrepreneurial ventures, Google.org is flush with cash; like many, it lacks cohesion around mission and vision.

#### *Case Study 2: Vox Capital: Pioneering Impact Investing in Brazil*

Vox Capital was the first certified impact investing fund in Brazil. Founded in 2009, it provides early-stage capital for companies offering innovative and scalable solutions to enhance the lives of low-income Brazilians, while aiming to simultaneously generate attractive market-rate

financial returns for investors. This case examines the evolution of Vox Capital, across understanding the landscape, launching, raising funds, selecting investees, structuring deals, building investee capacities, tracking performance, developing internal systems, and advancing the field of impact investing.

*Case Study 3: The Mosquito Network: Collaborative Entrepreneurship in the Fight to Eliminate Malaria Deaths*

“The Mosquito Network” describes the appointment and work of Ray Chambers, a retired private equity entrepreneur, as the United Nations’ Special Envoy for Malaria. The A case covers the modern history of efforts to combat malaria and the beginnings of Chambers’s involvement in the cause. The case is about leadership skills and techniques required for organizing a complex network of private, non-profit, and for-profit enterprises in a combined effort to solve a global health problem.

*Case Study 4: Emergency Response to a Long-Term Crisis? Médecins sans Frontières and HIV/AIDS in Ethiopia*

Medecins sans Frontieres (MSF, Doctors without Borders) is an organization that responds to humanitarian crises throughout the world with medical staff and supplies. The organization also acts as an advocate for those it serves, providing “testimony” (temoignage) about the plight of those caught up in humanitarian crises. In the late 1990s MSF began caring for people with HIV/AIDS and in 2000 began the first efforts to provide anti-retroviral (ARV) drugs to HIV-infected people in developing countries. The case describes these efforts, and, in particular, an initiative in Ethiopia by MSF Holland. The discussion of the situation in Holland focuses on the reasons why MSF began an ARV program in Ethiopia and what its future was likely to be. The case highlights the problems facing a highly decentralized organization oriented towards emergency response, which is, nevertheless, engaged in a long-term intervention. As such, it raises questions about the alignment between the organization’s mission, structure, and the requirements of a particular program. It also highlights questions about organizational decision making both in terms of entry into a new initiative and exit from it. Finally, it provides an example of organizational effectiveness as advocacy – how proving the impossible is possible moves policy makers to act. The case is appropriate for classes on strategic management and operations management.

*Case Study 5: Associacao Saude Crianca: Trying to Break the Cycle of Poverty and Illness at Scale*

Dr. Vera Cordeiro founded the NGO Associação Saúde Criança in 1991 to try to help poor families break the cycle of poverty and illness in Brazil. She and her team of employees and volunteers developed a holistic methodology to address the multidimensional sources of poverty based on the pillars of health, housing, citizenship, income, and education. After introducing the seeds of this approach, the case examines the evolution of the organization's attempts to



grow its social impact in Brazil and beyond—including a loose network of sister organizations, social franchising, licensing agreements, and government adoption.

*Case Study 6: Mothers of Rotterdam: Scaling a Social Services Program in the Netherlands*

The case of Mothers of Rotterdam - an entrepreneurial social service program that helps the cities disadvantaged pregnant women based in the Netherlands- deals with opportunities, obstacles and stakeholder-management in the upscaling process of a social service program. Some of the relevant questions this case addresses are: How do you turn an innovative start-up program into a structured professional program without losing the passion and energy that comes from its founders? How do you go from a start-up to a more structured, formalized organization?

The case goes on to unfold the story of Mothers of Rotterdam from its inception through the board of directors meeting. The program's stakeholders, eager to broaden the impact of Mothers of Rotterdam grapple with how the program can best be scaled up. Of significance is the role of the organization's charismatic founder, Barend Rombout, who is credited with driving the program's successful—if unorthodox—approach to social service delivery.

*Case Study 7: Acindar and Its Corporate Volunteer Program*

A family-owned business, Acindar was one of the most important steel companies in Argentina. After the 2001-2002 Argentine economic crisis, it yielded its controlling stake to a new investor--Belgo Mineira, a Brazilian company of Austrian origin. Arturo Acevedo Jr., the founder's grandson, kept his managerial position as company CEO and president. Acindar Foundation, through the initiative of the company's founder Arturo Acevedo (grandfather) and in its capacity as corporate social policy enforcer, engaged in comprehensive educational, health, and environmental activities for 40 years. Depicts the changes resulting from the incorporation of the new shareholders to the company and how they reflected on the foundation's management and the corporate HR area. The triggering factor was an initiative to develop a corporate volunteer program similar to the one Belgo Mineira had implemented in Brazil--a project that integrated foundation, corporate, and HR management efforts at each production plant.

*Case Study 8: Measured Approach: TEGV Assesses Its Performance & Impact on Educational Enrichment Programs*

This case traces the evolution of thinking about, and the implementation of, performance assessment at one of Turkey's largest and most respected nonprofit organizations, the Educational Volunteers Foundation of Turkey (TEGV). TEGV delivers a broad array of educational enrichment programs to low income children across Turkey through a team of volunteers. In contrast to many non-governmental organizations (NGOs) across the world, which have adopted performance measurement reluctantly, as a necessary but onerous condition of receiving grant funds, TEGV embraced the idea early, for its own organizational purposes. In the course of telling TEGV's performance assessment story, the case includes detailed descriptions of two different approaches to program review and two broader impact studies. It includes 17 pages of exhibits-most of which provide samples of study results for students to review and discuss.

TEGV's approach to assessment has been varied, creative and has evolved over time. Students of performance evaluation will likely see both pluses and minuses in the nature of each assessment described in this case, ensuring a rich and lively discussion.

*Case Study 9: "Reinventing" the Command: General Janet Wolfenbarger's Values-Based Leadership Drives Change at the United States Air Force*

Due to proposed long-term cuts in the United States Department of Defense (DOD) budget, the DOD prioritized improving efficiencies, reducing overhead, and eliminating redundancies within its many commands. Accordingly, the Commander of Air Force Materiel Command (AFMC), the support command responsible for equipping the Air Force to keep it ready for war, assembled a small team, led by AFMC's Vice Commander, Lieutenant General Janet Wolfenbarger, to examine their options. Her team proposed to reorganize the command to align with the Secretary of Defense's efficiency mandate. Even so, Wolfenbarger anticipated opposition to the plan since it called for the elimination of seven of twelve AFMC centers—a move that would require support from the AFMC leadership, the Air Force, the DOD and Congress. Wolfenbarger knew she would need to draw on her lifetime of military leadership experience to accomplish her mission of successfully reorganizing AFMC. This case illustrates how a leader's life experiences shape their values and principles and how those personal and professional values can influence a leadership and management challenge.

*Case Study 10: Christine Lagarde: Being a Public Servant*

This case covers the career of Christine Lagarde from 2005 to 2011 after she joins the French Government. After serving several grueling years as Finance Minister during the financial crises that started in 2007/2008, she is being considered as the next Managing Director of the International Monetary Fund (IMF). As the first female head of the IMF, she would lead a very complex, 187-member organization typically run by economists. The ability to shape better outcomes to some of the world's thorniest problems appeals to her, but she needs to carefully consider the risks.

*Case Study 11: Megaprojects & the Role of the Public: Germany's Embattled 'Stuttgart 21' Rail Project*

In February 2010, Germany's national railway broke ground on a project that had been under negotiation for more than 20 years, the Stuttgart segment of the European Magistrale, a 930-mile cross-Europe high-speed rail line that would one day extend from Paris through Munich and Vienna to Budapest and Bratislava. At long last, the German national railway, the state of Baden-Württemberg, and the city of Stuttgart had come to agreement on the routing and station design of the megaproject. Yet within the year, the project would spark the largest citizen demonstrations Germany had seen since the reunification of the country. The Stuttgart 21 opponents were diverse, and so were their concerns, but nearly all were united by one overriding contention: that political elites had conceived the plan without public input and had later refused to take citizen objections seriously. The case provides basic background and context for this controversy, then describes four kinds of public participation that took place in the course of



developing the project: (1) a city-sponsored open-participation process in 1997 allowing citizens to weigh in on the neighborhood re-development portions of the project; (2) a petition drive by opponents to hold a city referendum on the project, later followed by mass demonstrations; (3) a state-sponsored mediation process between supporters and opponents of the project; and (4) a state election followed by a state referendum on the project.

## 6 Literature

Helmig, B. & Boenigk S. (2019). *Nonprofit Management*. München: Vahlen.

Blanke, B., Nullmeier, F., Reichard, C., & Wewer, G. (2011). *Handbuch zur Verwaltungsreform*. Wiesbaden: VS Verlag für Sozialwissenschaften.