Advocacy, Social Entrepreneurship and the Role of the Nonprofit in Society
470.1
Journalism, Fundraising and Public Relations
UCLA Extension Course

Syllabus and Course Outline

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Course Description:
Nonprofits play a critical role in society, often able to address social needs and issues in more meaningful ways than their for-profit and government counterparts. Yet that role is changing: Increasingly, nonprofits must enlarge their focus to include advocacy and social entrepreneurship. This course will examine when and how nonprofits should consider taking on advocacy roles, models of social entrepreneurship, and how to build constituencies that can help support and sustain the nonprofit as it expands its traditional role. And, for students who are involved in nonprofit work, it is designed to help them map out new opportunities for their organizations to become more self-sustaining.

Class begins March 29, 2011 and runs through May 3, 2011. Class hours are from 7:00-10:00 pm.

Goals and Learning Objectives:
At the completion of this course, participants should be able to:
   a) Formulate a solid assessment of a nonprofit’s capacity to engage in advocacy and social entrepreneurship;
   b) Understand the critical resources needed to engage and expand their nonprofit’s capacity;
   c) Understand how to engage key constituencies, including staff, board and volunteers, and
   d) Craft a clear roadmap towards self-sustaining ventures for the organization they serve.

Grading:
Students enrolled in Extension Courses for Credit (Letter Grade, Passed/Not Passed), Not for Credit, or Do Not Record.

Grades will be based on the following:
   Class Participation/Attendance/Demonstrated Understanding of Reading 20%
   Writing and Research Assignments 45%
Final Written and In-class Presentation  35%

Required Reading:
- Various articles on advocacy and social entrepreneurship, to be distributed in class.

Reading, Homework and Class Discussion:
You will be assigned readings in this course that are designed to expand your understanding of the key issues addressed in this course and to provide context for your own nonprofit work. The readings will be the basis of in-class discussion. Please come prepared to actively engage in the discussion.

There will be weekly homework assignments that allow students to build their understanding of the course material. A general overview of each homework assignment is described below. Details about each homework assignments will be outlined at the end of each class.

All written assignments must be complete and submitted on time, in hard copy, typed in 12-point font with your name in the top right hand corner. Papers will not be accepted by email. Late assignments will be penalized and will affect your final grade.

Your homework should feature good writing, correct spelling and mechanics. Assignments will be judged by the substance, quality, clarity and depth of your writing. If you are unsure about what to do with an assignment, please let me know so that I can explain. This is much better than turning in an assignment that is not done correctly.

After being assigned, homework is due one week later at the next class meeting. If you contact me before homework is late, we can try to arrange something that meshes with your schedule. However there are no extensions for the class.

Class participation/discussion should be professional. In the spirit of scholarly discussion, I expect that you will agree and disagree with others as long as your comments apply to the topic and are respectful. Active learning occurs through discussions that help you test your ideas, reinforce what you have learned, and share resources with others in the class.
Lesson 1: The Changing Role of Nonprofits in Society  
(March 29)

**Class Discussion:**
- The Social Change Model
- How is the traditional role of nonprofits changing?
- What is advocacy and what are the legal parameters of advocacy for nonprofits?
- What is social entrepreneurship and how is this used by nonprofits to support their mission?
- What skill sets are required for effective nonprofit leaders in this environment?
- Assessing your own skills and vision: what role do you want to play?

**Assignment:**
- *Hesselbein on Leadership*, Chapters 1 – 2
- Identify a nonprofit organization that could embrace a more active role in advocacy or is poised to take on a social entrepreneurial venture (it can be the organization you work for, if appropriate). Write a 1-2 page assessment of the organization vis-à-vis the new venture, encompassing mission, vision, strategic planning, and the rationale for why/how the organization should move in this direction.

Lesson 2: Advocacy:  
(April 5)  
Using Marketing, Public Relations to Influence Government and other Constituencies

**Class Discussion:**
- Guest Speaker
- Using policy to drive behavior change
- How do you mobilize support for your positions?
- How do you engage local, state and national legislators in your issues?
- Lobbyists: Do you need one? How to use one?
- Marketing and public relations campaigns: How effective are they?
- Earned media: how to use it effectively

**Assignment:**
- *Hesselbein on Leadership*, Chapters 3-4
• Prepare a 1-2 page assessment of your selected nonprofit’s communication strategy, considering media outreach; communication with donors/funders and volunteers; Web presence; and, any/all social media.

Lesson 3: Advocacy:
(April 12)
Using Social Media to Build Public Support and Engage Constituents

Class Discussion:
• Guest Speaker
• The challenges and opportunities of social media
• How do you utilize social media to engage constituents?
• How do you mobilize advocates (staff, board, volunteers, etc) for your cause, both online and offline?
• How do you find your organization’s voice, and how do you speak effectively and authentically?
• How do you integrate social media into your fundraising and PR strategies?

Assignment:
• Social Entrepreneurship: Towards an Entrepreneurial Culture for Social and Economic Development, by Susan Davis (www.ashoka.org/files/yespaper.pdf)
• Based upon your organization’s mission, vision and activities, identify the key legislators (local, state and national) that would be most interested in your organization’s work. Does the organization have a relationship with these legislators? If so, what is track the contact and ongoing engagement. If not, develop an action plan to approach.

Lesson 4: Social Entrepreneurship:
(April 19)
Opportunities, Models and Methodologies

Class Discussion:
• Guest Speaker
• What is social entrepreneurship?
• What is involved in creating a social enterprise?
• How do you identify possible ventures for your nonprofit?
• Finding partners and collaborators
• Identifying internal resources

Assignment:
Lesson 5: Social Entrepreneurship:
(April 26) Setting the Groundwork for Your Venture

Class Discussion:
• Doing a competitive analysis
• Marshalling your resources: people, activities and supports
• Developing a business plan
• Program Evaluation
• Case study discussion

Assignment:
• Drawing up your class experience, the reading assignments, your research and your understanding of the nonprofit you have identified, prepare a 2-3 page Executive Summary that outlines your approach to expanding the organization’s role in advocacy or a revenue-generating venture. Come prepared to ‘pitch’ this action plan to the class.

Lesson 6: Leading Advocacy and Social Ventures:
(May 3) Preparing Yourself for Leadership

Class Discussion:
• In-class Presentations: Your action plan
• Creating a vision statement – what can it do for your organization or team
• The power of combining vision and action
• Securing buy-in from staff, board, and potential partners
• “What one thing can I do that would make a significant difference now?”