PPD 675: Nonprofit Management and Leadership

Fall 2014—Thursday—2PM to 5:20 PM
Location: RGL 219

Instructor: Nicolas Duquette
Office: 234 Lewis Hall
Office Hours: Thursday 10-12 a.m.,
or by appointment
Email: nduqett@usc.edu

Course Description
This course explores issues in nonprofit management and leadership including: the role of boards; strategic planning; marketing and fund-raising; financial management; and volunteer and human resource management.

Learning Objectives
The emphasis of the course is on thinking through the sorts of managerial challenges that are a natural feature of the nonprofit sector, in particular the tensions between expenditures on mission and financial sustainability; increasing resources in the presence of altruistic behavior (e.g. donations and volunteering); and the roles of nonprofits as financial and information intermediaries.

Prerequisite
It is recommended that students take PPD 689 (The Nonprofit Sector and Philanthropy) before enrolling in this course.

Required Readings and Supplementary Materials

In addition to the textbook, students will have to pay for a small coursepack of case studies. The coursepack is available for sale at this link: https://cb.hbsp.harvard.edu/cbmp/access/38307981. Note, other case studies are posted on Blackboard, when their copyright permissions permit.

Mandatory case studies will be assigned for most class meetings, sometimes with discussion prompt questions. Students are expected to have read the studies before the start of class and to come prepared for discussion.

Additional readings are assigned for each class session. These are listed on the course schedule below and will be posted digitally on the course web site. Note that the Renz book and the paid case studies are not posted online.
The following resources have been placed on reserve at Leavey Library for students who would prefer to read them on paper.


Description and Assessment of Assignments

1. **Short Responses** (20% of final grade). Three short responses will be assigned over the course of the semester, and will consist of a short comment of about 500 words, asking students to explain a real-world nonprofit management problem and propose a specific solution. The two short responses with the highest marks are worth 10% of the final grade each. The lowest short response grade will be dropped (including missing or late assignments, which receive a zero grade). Short responses will be primarily evaluated on the presentation of a thoughtful and well-integrated understanding of the readings and their related topics and successful application to a proposed course of action. Points may also be deducted for especially careless spelling, grammar, usage, punctuation, and formatting.

2. **Group Presentation** (40% of final grade). The class will be divided into approximately four groups. These groups will develop a supplementary topic or case study that will form the basis of a 45-minute presentation. The last two class sessions will be comprised of time to do final preparations and the presentations themselves, respectively. There will be 5 grade points for a short project proposal early on in the class, 10 points for a detailed outline of the presentation handed in at a middle point, and 25 points for the final presentation. See “Guide to Preparing the Group Project” for detailed instructions.

3. **Final Exam** (30% of final grade). The final exam will be a set of written questions similar to the short responses. This will be a take-home exam.

4. **Class Participation** (10% of final grade). The success of the course depends on everybody’s willingness to collaborate and forge an understanding of the readings and topics. Furthermore, the ability to articulate one’s viewpoint in a clear and respectful manner is a valuable leadership skill. Ten percent of the course grade will therefore be based on student willingness to speak in class, particularly to articulate understanding of the readings and to engage with others.
**Grading Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
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</thead>
<tbody>
<tr>
<td>Short Responses</td>
<td>20 (total)</td>
</tr>
<tr>
<td>Highest S.R. Grade</td>
<td>10</td>
</tr>
<tr>
<td>Middle S.R. Grade</td>
<td>10</td>
</tr>
<tr>
<td>Lowest S.R. Grade</td>
<td>0 (dropped)</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>40 (total)</td>
</tr>
<tr>
<td>Proposal</td>
<td>5</td>
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<tr>
<td>Outline</td>
<td>10</td>
</tr>
<tr>
<td>Final Project</td>
<td>25</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
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**Assignment Submission Policy**

All written assignments other than the take-home final exam are due at the start of class on the due date, printed on paper. Alternatively, students may submit assignments electronically, by emailing them to the instructor in PDF format only, no later than the start of class (2 p.m.).

The take-home final exam may be turned in electronically by email in PDF format, or on paper at the instructor’s office, no later than 2 p.m. on December 10.

Submissions should follow common-sense formatting, including a header at the top of the first page with the title of the assignment, the student’s name, and the date; reasonable margins (1 to 1.25 inches on a side); and double-spaced text set in a sober and legible 12-point typeface. Garamond, Times, and Georgia are examples of widely distributed fonts that read well on paper, though there are certainly many other options.

Submissions not following common-sense formatting will not be penalized, exactly, but they will annoy or amuse instructor who is, after all, trying to give you a grade for these things. Restraint is recommended.

**Additional Policies**

Late submissions of short responses are not accepted for any reason and receive no credit. Note that since the lowest grade on the three short responses is dropped, only two of the three must be handed in at all to avoid a zero.
Late submission of the take-home final exam is only possible with thorough and prompt documentation of extenuating circumstances and allowed on a case-by-case basis at the sole discretion of the instructor.

Attendance is not taken, but class participation is 10% of the final grade, and it is difficult to participate without being in the room. Punctuality also helps.

**Course Schedule: A Weekly Breakdown**

The course schedule below lists readings, assigned case studies, and notes. Any revisions to this syllabus will be posted on Blackboard and announced via class emails.

Core, mandatory readings are indicated with a leading asterisk (*). The additional readings suggested are also useful for class discussion, short responses, and for final exam questions. Readings not in the Renz textbook will be posted to Blackboard in PDF format.

Case studies included in the restricted coursepack (that is, not on Blackboard) are marked with a dagger (†).

I. Overview of the Nonprofit Sector and Its Management Challenges

**August 27**  
*What are nonprofit organizations? What do they do? Why do we need them?*

(*) Peter Dobkin Hall. “Historical Perspectives on Nonprofit Organizations in the United States.” In Renz, ch. 1, pp. 3–41.


**September 3**  
*The Structure of a Nonprofit Organization*


(*) Wolf, ch. 2. “The Board.” 33—69


GROUP PRESENTATION PROPOSAL DUE


(*) Case Study: “Merger Talks: The Story of Three Community Development Corporations in Boston.”

II. The Search For Success: Managerial Objectives of Nonprofit Organizations

FIRST SHORT RESPONSE DUE


Financial Sustainability and the Social Mission


(*) Case study: “The Backyard Harvest: Outgrowing Hunger One Community at a Time”

Measurement and Accountability — How Do we Know if a Nonprofit Is Succeeding?


III. Nonprofits and Leadership

October 8  
**Human Resources in the Nonprofit Sector**

SECOND SHORT RESPONSE DUE

**USC FOOTBALL PLAYS WASHINGTON AT HOME (MAY MOVE CLASS DATE AND TIME)**


(*) Case Study: Katie Rispoli, “We Are the Next: Internship Program,” 2015.

October 15  
**Donations and Philanthropy: What Motivates Giving?**


Internal Revenue Service (2014). *Publication 526: Charitable Contributions*.

(*) Case Study: “The San Francisco Foundation: The Dilemma of the Buck Trust (A)”

October 22  
**The Art of Successful Fundraising**

PROJECT OUTLINE DUE


October 29 Volunteering: Human Resources meets Donations (Of Time)

THIRD SHORT RESPONSE DUE


(*) Case Study: “Mozilla: Scaling Through a Community of Volunteers.”

IV. Nonprofit Leadership at Intersections with For-Profit and Government Sectors

November 5 Nonprofits and the Public Sector


(*) Case Study: The Seattle Commons

November 12 Social Enterprise In the Non- and For-Profit Sectors


V. Class Presentations

November 19  
Presentation Planning Time

November 26  
THANKSGIVING RECESS – NO CLASS

December 3  
Class Presentations

December 10  
TAKE-HOME FINAL EXAM DUE AT 2 P.M.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP:
http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, (www.usc.edu/scampus or http://scampus.usc.edu) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.