



PPD 675: Nonprofit Management and Leadership

Fall 2018—Thursday—6PM to 9:20 PM

Location: RGL 209

Instructor: Nicolas Duquette

Office: 234 Lewis Hall

Office Hours: 10:30-12:30, Wednesdays
or by appointment

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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

The primary textbook for this course is David O. Renz, editor, *The Jossey-Bass Handbook of Nonprofit Leadership and Management*, Fourth Edition, Jossey-Bass, San Francisco (2015) [ISBN 978-1118852965]. New copies can be acquired from [Amazon](https://www.amazon.com). A copy is also on the hold shelf at Leavey.

Mandatory case studies will be assigned for most class meetings. Students are expected to have read the studies before the start of class and to come prepared for discussion. 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://hbsp.harvard.edu/import/555066>. Most case studies are posted free of charge on Blackboard, where their copyright permissions allow this.

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.

- David O. Renz, ed. *The Jossey-Bass Handbook of Nonprofit Leadership and Management*, Fourth Edition, Jossey-Bass, San Francisco (2010).
- Walter W. Powell and Richard Steinberg, editors. *The Nonprofit Sector: A Research Handbook*. Second Edition. Yale University Press, New Haven, Conn. 2007.
- Thomas Wolf. *Managing a Nonprofit Organization: Updated Twenty-First-Century Edition*. Free Press, New York. 2012.
- Burton Weisbrod. *The Nonprofit Economy*. Harvard University Press, Cambridge, Mass. 1988.
- Laura Fredricks. *The Ask: How to Ask Anyone for Any Amount for Any Purpose*. Jossey-Bass, San Francisco, 2006.
- Lee Bolman and Terrence Deal. *Reframing Organizations*. Jossey-Bass, 2013.
- Boris & Steurle, eds. *Nonprofits & Government*. Urban Institute, 2006.

Contacting the Professor

Email is the best medium for simple questions. My address is nduquett@usc.edu. I will strive to send a brief reply (from one word to a couple of sentences) as quickly as possible. If your question cannot be answered to your satisfaction with a short answer, please talk to me instead. Email is the only way to submit assignments and the best way to document an excused absence in advance.

Talking is the best way to discuss complex questions. If attending office hours is difficult or inconvenient, I am happy to schedule face to face or telephone conversations with reasonable advance planning. I can also answer questions at our class meetings.

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 divide itself into groups of three to four students. These groups will develop a supplementary topic or case study that will form the basis of a 45-minute presentation. The final class session will be primarily (or entirely) group presentations. 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 case 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. *Attendance without participation does not count toward one's class participation grade.*

Grading Breakdown

Assignment	% of Grade
Short Responses	20 (total)
<i>Highest S.R. Grade</i>	10
<i>Middle S.R. Grade</i>	10
<i>Lowest S.R. Grade</i>	0 (<i>dropped</i>)
Group Presentation	40 (total)
<i>Proposal</i>	5
<i>Outline</i>	10
<i>Final Project</i>	25
Final Exam	30
Class Participation	10
TOTAL	100

Written Assignment Submission Policies

All written assignments other than the take-home final exam are due at the start of class on the due date. Students must submit assignments electronically, by emailing them to the instructor, no later than the start of class (6 p.m.).

The take-home final exam is to be turned in by email no later than 7 p.m. on December 6.

I strongly recommend submission of your work in PDF format, which will ensure that the document I receive looks like the one you composed. Documents sent as word processor files, such as DOC or DOCX, may look strange or fail to open correctly.

Submissions should follow common-sense formatting, including 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 Century Schoolbook are examples of widely distributed fonts that read well on paper, though there are certainly many other options. Submissions other than the final exam should include a header at the top of the first page with the title of the assignment, the student's name,

and the date. The final exam should include a title page with the student's name and USC ID, but not include identifying information on the answer pages.

I do not reduce grade directly for errors of grammar, spelling, or punctuation, but it is possible to write so opaquely that I cannot understand the student's intended meaning. If you are not a strong writer, I strongly recommend taking your completed drafts to the USC Writing Center for advice. If you do so, please have them confirm your attendance at your appointment using their electronic system; I will take attempts to improve at writing into account while grading assignments.

Additional Policies

Late submissions of short responses will not be accepted for any reason and will receive no credit. Note that since the lowest grade on the three short responses will be 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 will not be taken, but class participation is 10% of the final grade, and it is difficult to participate without being in the room. Punctuality also helps.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems

Student Health Counseling Services - (213) 740-7711 – 24/7 on call

engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call

engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086

equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421

studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

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. Readings not in the Renz textbook or the coursepack will be posted to Blackboard in PDF format.

(*) = Core, mandatory readings.

(†) = Case studies included in the restricted coursepack.

I. Overview of the Nonprofit Sector and Its Management Challenges

August 23 *The Nonprofit Sector and Its Leaders in Society*

Peter Dobkin Hall. "Historical Perspectives on Nonprofit Organizations in the United States." In Renz, ch. 1.

Bruce R. Hopkins and Virginia C. Gross. "The Legal Framework of the Nonprofit Sector In the United States." In Renz, ch. 2.

Brent Never. "The Changing Context of Nonprofit Leadership and Management." In Renz, ch. 3.

Richard Steinberg. "Economic Theories of Nonprofit Organizations." In Powell and Steinberg, eds. *the Nonprofit Sector: A Research Handbook*, second edition, chapter 5. Yale, 2006.

August 30 *The Structure of a Nonprofit Organization*

(*) Wolf, ch. 2. "The Board." 33–69

David O. Renz. "Leadership, Governance, and the Work of the Board." In Renz, ch. 5.

Regina E. Herzlinger, "Effective Oversight: A Guide for Nonprofit Directors." In *Harvard Business Review on Nonprofits*, 1999 pp. 29–52.

Kim Jonker and William F. Meehan III. "A Better Board Will Make You Better." *Stanford Social Innovation Review*, March 5 2014.

(*) Case Study. "East Coast Orchestra's Board of Trustees." *Electronic Hallway*, 2000.

September 6 *Accounting and Finance for Nonprofits*

(*) Thomas Wolf. *Managing a Nonprofit Organization*. Free Press, 2012. Chapter 7, "Financial Statements and Fiscal Procedures," pp. 209—233.

Dennis R. Young and Jung-In Soh. "Nonprofit Finance." In Renz, ch. 19.

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

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

September 13 *Strategic Planning*

FIRST SHORT RESPONSE DUE

(*) John M. Bryson. “Strategic Planning and the Strategy Change Cycle.” Renz, ch. 9.

(*) William A. Brown. “Strategic Management.” In Renz, ch. 8.

Dana O’Donovan and Noah Rimland Flower. “The Strategic Plan is Dead. Long Live Strategy.” *Stanford Social Innovation Review*. January 10, 2013.

(*) Case Study: Health Leads (A): Expansion Decisions for a Health Care Nonprofit.

September 20 *Financial Sustainability and the Social Mission*

GROUP PRESENTATION PROPOSAL DUE

(*) Melanie Lockwood Herman. “Risk Management.” In Renz, third edition, chapter 23, pp. 642—666. This will be posted to Blackboard.

Burton Weisbrod *et al.*, *Mission and Money: Understanding the University*. Chapter 4, “The Two-Good Framework.” pp. 58—76.

Howard P. Tuckman and Cyril F. Chang. “Commercial Activity, Technological Change, and Nonprofit Mission.” In Powell and Steinberg, chapter 27, pp. 629—644.

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

September 27 *Measurement and Accountability — How Do we Know if a Nonprofit Is Succeeding?*

(*) Alnoor Ebrahim. “The Many Faces of Nonprofit Accountability.” In Renz, chapter 4.

(*) John Clayton Thomas. “Outcome Assessment and Program Evaluation.” In Renz, chapter 16.

Mary Kay Gugerty and Dean Karlan, “Measuring Impact Isn’t For Everyone.” *Stanford Social Innovation Review (Blog)*. April 2, 2014.

David E.K. Hunter. (2014) “Evaluating Organizational Impact and Outcome Measurement.” in Hansen-Turton and Torres, *Social Innovation and Impact in Nonprofit Leadership*. Chapter 3, pp. 25–50.

(*) Case study: “GuideStar: Data as a Tool for Nonprofit Transformation.”

III. Nonprofits and Leadership

October 4 *Donations and Philanthropy: What Motivates Giving?*

SECOND SHORT RESPONSE DUE

- (*) Lise Vesterlund. “Why Do People Give?” In Powell and Steinberg, chapter 24, pp. 568–587.
- Andreoni, J. and Rao, J. M. (2011). The power of asking: How communication affects selfishness, empathy, and altruism. *Journal of Public Economics*, 95(7–8):513–520.
- (*) Case: Felix Salmon, “The Lost Masterpieces of Norman Rockwell Country,” *The New Yorker*, October 2017.

October 11 *The Art of Successful Fundraising*

- (*) Sarah K. Nathan and Eugene R. Tempel. “Philanthropy and Fundraising: The Comprehensive Development Program.” In Renz, ch. 18.
- Rachel Croson *et al.* (2009). “Keeping Up with the Joneses: The relationship of perceived descriptive social norms, social information, and charitable giving.” *Nonprofit Management and Leadership* 19(4): 467–489.
- Christopher J. Einolf *et al.* (2013). “National Giving Campaigns.” *Nonprofit and Voluntary Sector Quarterly* 42(2):241–261.
- Sea Change Strategies, “The Missing Middle,” 2014.
- Sea Change Strategies, “The Missing Middle Part Two,” 2018.
- (*)[†] Case Study: The PCDA Project of Doctors Without Borders–Spain

October 18 *Human Resources in the Nonprofit Sector*

- (*) Mary R. Watson and Rikki Abzug. “Effective Human Resource Practices: Recruitment and Retention in Nonprofit Organizations.” In Renz, ch. 22.
- (*) Lee G. Bolman and Terrence E. Deal. *Reframing Organizations*. Jossey-Bass, San Francisco, 2012. Chapter 6, “People and Organizations,” pp. 115–136, and Chapter 8, “Interpersonal and Group Dynamics,” pp. 161–182.
- (*) Case Study: “We Are the Next: Internship Program,” 2015.

October 25 *Volunteering: Human Resources meets Donations (Of Time)*

PROJECT OUTLINE DUE

- (*) Jeffrey L. Brudney. “Designing and Managing Volunteer Programs.” In Renz, chapter 24. pp. 753–793.
- Thomos Rotolo, *et al.* (2014) “Volunteering in the United States in the Aftermath of the Foreclosure Crisis.” *Nonprofit and Voluntary Sector Quarterly*.
- (*)[†] Case Study: “Mozilla: Scaling Through a Community of Volunteers.”

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

November 1 Nonprofits and the Public Sector

THIRD SHORT RESPONSE DUE

Marcia Avner. "Advocacy, Lobbying, and Social Change." In Renz, chapter 13, pp. 347—374.

Dennis R. Young. "Complementary, Supplementary, or Adversarial? Nonprofit-Government Relations." In Elizabeth Boris and Eugene Steurle, eds., *Nonprofits & Government*. Urban Institute, Washington, D.C. 2006.

Steven Rathgeb Smith. "Managing the Challenges of Government Contracts." in Renz, chapter 20.

(*) Case Study: The Seattle Commons

November 8 Social Enterprise

Matthew T. A. Nash, "Social Entrepreneurship and Social Innovation." In Renz, chapter 11.

Scott T. Helm. "Social Enterprise and Nonprofit Ventures." In Renz, chapter 12.

(*) Case: "B Lab and the Impact Assessment Evolution."

November 15 Presentation Planning Time (No Full-Class Meeting)

November 22 NO CLASS — THANKSGIVING

November 29 Class Presentations

December 6 TAKE-HOME FINAL EXAM DUE AT 7 P.M.