

PPD 675: Nonprofit Management and Leadership

Fall 2019—Monday—6PM to 9:20 PM

Location: RGL 103

Instructor: Nicolas Duquette

Office: 234 Lewis Hall

Office Hours: Walk-in hours announced weekly,
or by appointment

Email: nduquett@usc.edu

Phone: (213) 821-2236

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 but not required 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]. It is available as an e-book free of charge via the USC library system.¹ If you prefer to read on paper, new copies can be acquired from the university bookstore or from Amazon.² A copy is also on reserve at Leavey.

Mandatory case studies will be assigned for most class meetings. Students are expected to have read

¹https://uosc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991042443031803731&context=L&vid=01USC_INS T:01USC&search_scope=MyInst_and_CI&tab=Everything&lang=en

² <https://www.amazon.com/Jossey-Bass-Nonprofit-Leadership-Management-Essential/dp/1118852966/>

the studies before the start of class and to come prepared for discussion. Most case studies are posted free of charge on Blackboard, where their copyright permissions allow this. Students will have to pay for a small coursepack of restricted case studies. The coursepack is available for purchase at the university bookstore.

Additional readings are assigned for each class session. These are listed on the course schedule below and will be posted digitally on Blackboard. 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. Library of Congress (LOC) numbers provided below will help library staff locate your item.

- David O. Renz, ed. *The Jossey-Bass Handbook of Nonprofit Leadership and Management*, Fourth Edition, Jossey-Bass, San Francisco (2015). LOC HD62.6.J67.
- Walter W. Powell and Richard Steinberg, editors. *The Nonprofit Sector: A Research Handbook*. Second Edition. Yale University Press, New Haven, Conn. 2007. LOC HD62.6.N67.
- Thomas Wolf. *Managing a Nonprofit Organization: Updated Twenty-First-Century Edition*. Free Press, New York. 2012. LOC HD62.6.W649.
- Burton Weisbrod. *The Nonprofit Economy*. Harvard University Press, Cambridge, Mass. 1988. LOC HD2769.2.U6 W45.
- Laura Fredricks. *The Ask: How to Ask Anyone for Any Amount for Any Purpose*. Jossey-Bass, San Francisco, 2006. LOC HG177.F68.
- Lee Bolman and Terrence Deal. *Reframing Organizations*. Jossey-Bass, 2013. LOC HD31.B6135.
- Boris & Steurle, eds. *Nonprofits & Government*. Urban Institute, 2006. LOC HD62.6.N64

Description and Assessment of Assignments

1. *Short Responses* (20% of final grade). Three short responses will be assigned over the course of the semester. Short response assignments consist of a short case analysis of up to two double-spaced pages (about 500 words), asking students to explain a real-world nonprofit management problem and make 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 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.
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 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” at the end of this syllabus 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.* Attendance at and constructive engagement with peers’ presentations is included in the class participation grade.

Grading Breakdown

<u>Assignment</u>	<u>% of Grade</u>
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
<u>TOTAL</u>	<u>100</u>

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 no later than the start of class (6 p.m.). Short responses may be submitted on paper or electronically, by emailing them to the instructor in PDF format.

The take-home final exam is to be turned in by email, in PDF format, no later than 7 p.m. on December 11.

Submissions must include a header at the top of the first page with the title of the assignment, the

student's name, and the date. 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. Please do not submit work electronically as word processor files, such as DOC, DOCX, or Google Docs. These formats may fail to open correctly on my computer.

I do not reduce grades directly for errors of grammar, spelling, or punctuation, but it is possible to write so opaquely that I cannot understand the intended meaning, which makes it difficult to give full credit for your ideas. If you could benefit from writing advice, I strongly recommend taking your completed drafts to the USC Writing Center. 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.

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.

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.

Parental Obligations

As long as you take care not to disrupt other students, you may bring your child to class on school holidays or during child care disruptions.

If your child joins us, please sit near the door so you can step out with any young ones who get fussy, or please ensure your older child understands that they need to focus on a quiet activity while the class is in session.

Additional Policies

Late submission of assignments is only allowed with thorough and prompt documentation of extenuating circumstances and allowed on a case-by-case basis at the sole discretion of the instructor.

Unexcused late submissions of short responses will not be accepted 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.

Attendance will not be taken except on presentation days, but class participation is 10% of the final grade, and it is difficult to participate without being in the room. Punctuality also helps. Attendance is expected during student presentations.

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 coursepack.

I. Overview of the Nonprofit Sector and Its Management Challenges

August 26 *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.

September 2 *LABOR DAY — NO CLASS*

September 9 *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 16 *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 23 *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 30 *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”

October 7 *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 14 *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 21 *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 28 *Human Resources in the Nonprofit Sector*

PROJECT OUTLINE DUE

- (*) 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.

November 4 *Volunteering: Human Resources meets Donations (Of Time)*

- (*) 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 11 *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 18 *Social Enterprise and Social Innovation*

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 25 *Class Presentations*

and December 2

December 11 **TAKE-HOME FINAL EXAM DUE AT 7 P.M.**

Guide to Preparing the Group Project

The final meetings of the class will be used for group presentations. The group presentation has two goals: to encourage the collaborative skills and presentation abilities that are crucial to managerial and leadership positions, and to create “elective” teaching shaped by students’ interests.

The group project in total is worth forty percent of the course grade. The short proposal is worth five percentage points, the outline ten percentage points, and the presentation itself twenty-five percentage points.

Short Proposal

The first step is to form a project group with other students and to develop a very brief summary of the intended project. This should be 1–2 paragraphs that define the intended topic, explain why it is of interest to a class on nonprofit management and leadership, and sketch the intended research plan.

Presentation topics should be chosen to complement the course material, either by adding an additional topic of interest to the topics already on the syllabus, or by contributing a fresh perspective to an existing topic. Possibilities include:

- A “current events” case study of a particular nonprofit organization’s decision-making in the news.
- Presentation of data-driven research on a problem in nonprofit management.
- A short introduction to a new topic in nonprofit management and leadership. Examples:
 - Strategies for engagement with local communities
 - Leadership in interactions with other nonprofits
 - Successful strategies for “membership” drives
- A historical perspective on nonprofits’ solution to a particular management challenge or social problem.

The short proposal will be graded on a credit/no credit basis. The purpose of this requirement is to make sure groups do not go too long working on an inappropriate idea or with no idea to work on. All proposals will receive guidance for successful development. Groups will be permitted to resubmit their proposals until a grade of “credit” is awarded.

Written Outline

The written outline is

- A detailed list of the major points and components of the presentation. Think of this as a “script” for the talk to be given.
- Any figures, tables, multimedia, readings, etc. that will be handed out or shown to the class, or a description of how these will be obtained and created.
- A full bibliography of sources.

The written outline will receive a letter grade based on its level of completeness and indication of successful completion of the presentation. At this stage, the content and structure of the project should be roughly complete. The main purpose of the outline is to spot potential problems before

the presentation is crafted. Groups will be permitted to resubmit revised outlines once within one week of return for regrading. Though grades on the outline are intended to indicate whether a presentation is “on track,” a good outline grade does not promise a good presentation grade!

Group Presentations

Groups will each give a 45-minute presentation with a 5-minute break between each. Time limits will be strictly enforced.

There are no restrictions on the format of the presentation — students should consider the format most appropriate for the chosen subject. Time should be allocated for class discussion. All prepared materials (including any slides) and a final bibliography are to be handed in electronically on the presentation date.

The goal of the presentations is to teach the class something new and useful. Groups will be evaluated through a combination of instructor assessment, peer assessment, and self-assessment. That is, in addition to the instructor’s private evaluation, members of the class will be invited to submit private feedback, and group members will be invited to evaluate themselves and their group members. This peer- and self-evaluation will be done through a confidential Google Form. This feedback is mandatory and will contribute to your class participation grade.

Grades will be based equally on content (does the presentation explain something useful and important to nonprofit management?) and clarity (is the material explained well and in a manner other students find clear and memorable?).