

# PPD 675: Nonprofit Management and Leadership

Nicolas Duquette

Fall 2022

Tuesday – 2PM to 5:20 PM Pacific Time

Location: RGL 219

Instructor: Nicolas Duquette

Office: 234 Lewis Hall

Office Hours: 10 am to noon on Tuesdays, 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.

## Description and Assessment of Assignments

1. *Short Responses* (30% 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 propose a specific solution. The two short responses with the highest marks are worth 15% of the final grade each. The lowest short response grade will be dropped. 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, 15 points for a detailed outline of the presentation handed in at a middle point, and 20 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.

### Assignment Due Dates

Assignment	Due Date	Share of Grade
<i>Short Responses</i>		30*
First short response	September 13	15% or 0%
Second short response	October 4	15 or 0
Third short response	November 8	15 or 0
<i>Group Project</i>		40
Project Proposal	September 20	5
Outline	October 18	15
Presentation	November 22 or 29	20
<i>Final Exam</i>	December 12	30

\* – Short responses sum to 30 because the lowest grade is dropped.

The individual graded items will be totalled to compute a final course grade and then a letter grade for the course assigned as follows:

Letter grade assignment	
Raw grade percentage	Letter grade
$\geq 93$ out of 100	A
90-92.99	A-
87-89.99	B+
83-86.99	B
80-82.99	B-
$< 80$	$\leq$ C+

A grading rubric for the short response essays is posted to Blackboard. Grading criteria for the group project deliverables are explained in the “Guide to Preparing the Group Project” at the end of this syllabus.

### Attendance policy

Much of our class meeting time will be filled with case discussions and other interactive activities. These can’t be made up, so when possible I encourage you to attend in-person classes when possible to get the most out of your time at USC. However, during normal class meetings, I do not take attendance and do not penalize absences. You do not need to be formally excused from a lecture. Please do not come to class if you are sick!

*However, attendance at your peers’ presentations is mandatory, even if you are not presenting that day. Unexcused absence from peer presentations will be penalized by a reduction in the student’s own presentation grade at the full discretion of the instructor. If you are ill or otherwise experiencing a personal crisis that will interfere with your ability to attend class in these weeks, please speak with me right away.*

### 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. The take-home final exam is to be turned by the end of the day on December 12, at 11:59 p.m. Submit these assignments using TurnItIn links in the assignments section of the course Blackboard site.

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.

Assignments received on the due date after the start of class will lose 10% of the possible points for that assignment. Assignments turned in the day after the due date receive a 20% penalty;

those turned in the day after that are penalized 30%. After that, late submissions will not be accepted and the assignment will receive a zero.

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.

## Health

I do not expect any further classroom changes or disruptions from the COVID-19 pandemic. However, surprises happen. If there is an unexpected disruption to public health, such as from a resurgent COVID-19, a different epidemic disease, a natural disaster, or some other cause, I will at my sole discretion change this course to adapt to circumstances. This may include remote learning, a change in grading, or other changes.

For now, please use common sense to protect your health and others':

1. If you feel sick, please either *stay home*, or if you do come to class, please *wear a covering over your face and nose*.
2. You do *not* need to provide a doctor's note or other documentation of your illness. Please do not send me photographs of bodily disease or traumatic injury; I believe you.
3. The only class meetings where attendance and participation are required are class presentation days; if you are sick for student presentations, please reach out promptly so we can figure out an appropriate plan.

## Course Web Site

Many readings, grades, assignments, and other useful resources will be posted to the class Blackboard site. Blackboard will also be where any Zoom recordings of our class meetings will be posted, if any.

USC **prohibits sharing of any synchronous and asynchronous course content** outside of the learning environment. Sharing of course materials will lead to academic integrity sanctions. Specifically, SCampus Section 11.12(B) states

*Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).*

## **Office Hours**

Office hours are an opportunity to “stop by” and talk about course materials or any other questions you may have. It’s also OK to stop by without a particular question in mind. You do not need to tell me in advance that you will be coming to scheduled office hours—just stop in.

My scheduled office hours will be 10 am to noon on Tuesdays. There will not be scheduled office hours on USC holidays, during study days, or during the final exam period.

If you’d like to meet outside that time, I’m happy to make appointments. To make an office hours appointment, please fill out this Google Form.<sup>1</sup> This form will make sure I see your request promptly and that I have all the information I need for us to schedule a date and time.

## **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. If you prefer to read on paper, new copies can be acquired from the university bookstore or from Amazon. A copy is also on reserve 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. Many 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, which will cost about \$30. The coursepack is available for purchase at this link.<sup>2</sup>

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.

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<sup>1</sup><https://forms.gle/qmiK6ioLsSpUd9nJ6>

<sup>2</sup>Or, <https://hbsp.harvard.edu/import/935643>

- 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

## 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.

### 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.”

## 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.”

## September 13

### *Strategic Planning*

- ★ 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*

- ★ 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.”

## October 4

### *Donations and Philanthropy: What Motivates Giving?*

- ★ 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 Study: “Shining a Ray of Hope Through COVID-19”

## 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)*

- ★ 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: “Eagles Nest Association of Waterdown: To Hire or Not?”

## November 1

### *Nonprofits and the Public Sector*

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

*Public continued / 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 15

*Presentation prep time*

## November 22

*Presentations*

## November 29

*Presentations*

## Academic Accommodations

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 the instructor (or to a TA) as early in the semester as possible. DSP is located in STU 301 and is open 8.30 AM to 5.00 pm Monday through Friday. Website and contact information for DSP: [http://sait.usc.edu/academic-support/center-programs/dsp/home\\_index.html](http://sait.usc.edu/academic-support/center-programs/dsp/home_index.html) (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX), [ability@usc.edu](mailto:ability@usc.edu)

## 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” <http://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, <http://policy.usc.edu/scientific--misconduct>.

### Support Systems

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

<http://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*

<http://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*

<http://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*

<http://equity.usc.edu>, <http://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*

<http://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*

<http://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*

<http://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*

<http://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*

<http://dps.usc.edu>, [emergency.usc.edu](http://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*

<http://dps.usc.edu>

Non-emergency assistance or information.

## 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 fifteen percentage points, and the presentation itself twenty 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 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 one time within one week of receiving feedback on the first draft 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. Time should be allocated for class discussion or participation within the 45-minute budget, which is all-inclusive.

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

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?).