ADVANCED SEMINAR IN NONPROFIT MANAGEMENT
www.newschool.edu/milano

Mondays and Online, January 23 – May 14, 2012, 6:00-7:50 p.m.

Instructor: Henry (Hank) Goldstein
Principal
hankus@oramgroup.com
goldsteh@newschool.edu

The Oram Group, Inc.
118 Wooster Street
Suite 2C-D
New York, New York 10012
www.oramgroup.com
212 889 2244/
*Direct Line: 212 481 0149/Mobile: 917 476 3716

The Advanced Seminar is designed to integrate the concepts studied throughout the nonprofit management program, to engage students in informed discussion of how these concepts are applied in authentic management and leadership situations, and to hone research strategies and skills. To that end, students will be expected to carry out a Masters' Level research project as they refresh their methodological skills. Though the professional decision report (PDR) is the culmination of an individual student's work in the seminar, students will also be expected to fully participate in discussions both in class and online.

The Professional Development Report (PDR) is a carefully defined case study of a nonprofit client organization. The selection and topic matter are subject to my approval. The case study is your major work product and must be submitted **ELECTRONICALLY no later than** the beginning of the last class on Monday, 14 May 2011.

Students sometimes have difficulty expressing the essence of the PDR they have in mind. Try this exercise: if you can encapsulate the whole thing in a Twitter message you're likely close to the mark! (Or try it standing on one leg with no support)!

Please contact me prior to January 23th 2012 to discuss ideas and format for the PDR, PPQ or alternative thesis. I will be happy to meet with you personally to discuss your PDR proposal.

Selection of a nonprofit client, project, or topic is a major responsibility that usually takes time and consultation. In occasional instances, I may be able to refer a student to an organization known to me. However, this is only a possibility; no inferences should be made. It is up to the student to select the client and to obtain my approval. If you find it necessary to miss a scheduled class session kindly inform me ahead of time.

It is expected that every Advanced Seminar student will have access to the Internet, access to the course website/portal and the ability to carry out electronic communication. In addition to the class web site, we will also exchange personal and/or class e-mail(s) as needed.

Readings and References:

There is no assigned text for this course. However, the PDR, PPQ or an alternative thesis must be backed by pertinent references to books, articles, web sites, and/or other published or unpublished source material – in addition to original interviews. Because it is common for the collective output of the class to vary widely, no single text of which I am aware will suffice. Therefore, I have assembled a brief and somewhat arbitrary list of readings that may be helpful to students in getting started. I am personally familiar with some of these works, but not all. Please refer to Appendix A.

Please watch the online classroom for further announcements or suggested reading assignments.

Students may wish to subscribe to ARNOVA-L (Association for Research in Nonprofit Organizations and Voluntary Action Listserve): To join ARNOVA-L, send the following one line e-mail message: SUBSCRIBE ARNOVA-L, LastName, First Name to: LISTSERV@LISTSERV.WVU.EDU. You will be directed to the site.

Other web sites of pertinence include:

http://www.arnova.org/	ARNOVA
http://fdncenter.org/	The Foundation Center
http://philanthropy.com	The Chronicle of Philanthropy
http://www.indepsec.org/	Independent Sector
http://www.guidestar.org/	Guidestar
http://www.idealist.org/	The Internet Nonprofit Center
http://www.charitynavigator.org	Charity Navigator
http://www.givingusa.org	Giving USA Foundation

Also, please visit http://www.oramgroup.com and the blog *Oram Matters* from time to time for hot links to other sources and for updates on philanthropic subjects.

Grading:

Grading is more or less as follows. However, I sometimes vary.

Final PDR/PPQ/Thesis:	30% of final grade
Problem Statement Assignment:	5% of final grade
References/Sources Assignment:	5% of final grade
Detailed Outline Assignment:	5% of final grade
Detailed Methodology Assignment	5% of final grade
Discussion Contributions (onsite and online)	20% of final grade
First Draft PDR/PPQ/Thesis:	10% of final grade
Presentation	20% of final grade

Detailed requirements for the PDR and the PPQ and are attached to this syllabus (Appendix B). For other variants on the PDR or PPQ, please communicate with me.

The choice between PDR, PPQ, or alternative thesis is up to the student and should reflect your future interests. A student interested in pursuing a management/practitioner career might be best served by the traditional PDR which hones crucial organizational decision-making skills with a hands-on approach. A student interested in following a research path, pursuing an eventual Ph.D., or wishing to leave a Master's Program with a published document, might want to consider the PPQ option instead.

I am practice-oriented. If you prefer a more purely academic approach you might wish to consider switching to another instructor.

Unless you are quite certain that you intend to proceed beyond the Master's degree, I strongly urge you to stay with the PDR; you can always use it as a root if you later decide to go on. The semester goes by quickly; people who opt for the PPQ or alternative thesis often find they cannot complete the work in the allotted time.

Please note the following New School policy on a grade of incomplete:

"A grade of 'I' (incomplete) is a temporary grade indicating failure to complete assigned work. The mark is given only upon request of the student and at my discretion. A completed 'Request for a Grade of Incomplete' form must be signed by the student and by me before the final class session. The 'I' must be removed within one year after the end of the semester in which the student received the grade. Students seeking an extension of this time limit must have the approval of the instructor and successfully petition the chair of their program. If no petition is made, or if it is unsuccessful, the grade is changed to an 'N' – permanent incomplete – which remains on the student's permanent record."

Class and Online Sessions:

The course will be divided roughly into thirds. The first third of the sessions will focus on client selection, and on methodological issues in preparation for the research required for the PDR. Additionally online, case-based assignments will be introduced, discussed online, and summarized in succeeding class sessions as shown in the schedule below. Students are encouraged and expected to share their work BEFORE the class session through the class's website – with each other, and with me. As often as possible, a student will lead the class or (if/when practical) the online discussion.

Full participation in online sessions is expected, and online participation is a grade factor, as stated above.

In late February, through March and until mid-April, the class will enter its second phase focused on individual work on PDRs with support from the class community. Work will continue on PDRs but mostly outside of class. I will always be available for consults as you progress.

From mid-April forward, we will shift gears once again to re-focus the PDR through the first draft and class presentations of work in progress.

Based on my past teaching experience over many years, PDRs tend to treat one or more of five critical issues in nonprofit management. Therefore, within time constraints class discussions (based on online assignments) will consider:

- Strategic planning
- Program planning, program delivery and outcome measurement
- Organizational development
- Organizational governance
- Organizational and personal ethical behavior.

Also as time permits during class sessions:

1. I will present a practice-based case for classroom discussion summary. This is usually drawn from my practice or occasionally from PDR submissions from prior years.

2. A student may volunteer to offer a case (especially one related to a developing PDR) he or she would like to present - and for which he or she would like to be the discussion moderator.

3. In the course of the semester I expect to invite two outsiders to class to share professional perspectives. In the past these guests have included alumni who are well established

professionally; social marketing gurus, print and web writers, etc. These slots are included in the syllabus but the participants are not yet confirmed.

On April 16th an entire class session is devoted to past PDRs and class PowerPoint® presentations. I have an extensive library I have built the last decade. However at any time during the semester students may ask for specimens.

Schedule of Class Sessions

The calendar is provisional and it may be amended as we move along.

For now we will plan to meet in class session as shown below. Students are expected to attend class sessions or to inform me in advance if they are unable to appear. Otherwise, our work will be conducted online through the class website, or via personal appointments.

Critical Issue assignments: There are four online assignments for each student to complete - and one we will do in class but that will require preparation by class teams. Each online assignment is to be submitted to me online and brought to class either on your laptop or in hard copy- for discussion purposes and sharing. The team presentation will not be required in advanced online.

January 23

Introduction
Course Objectives, Course Review
Discussion of Clients
Research Questions

The **Memorandum of Understanding (MOU)**

Online assignment:

Critical Issue #1 ***Required***

Strategic Planning

Session 2 – Monday, January 30

Problem definition
Research Design/Strategy
Strategic Planning Discussion

Due:

Critical Issue #1
Abstract of Problem Statement and Explanatory Paragraph
Draft MOU due

Online assignment:

Critical Issue #2 ***Required***

Program planning, delivery and outcome measurement

Session 3 – Monday, February 6

Project consultation
Discussion, analysis of MOUs
Practitioner's perspective on client relationships
Program planning, delivery and outcome measurement discussion

Due:

Critical Issue #2
Final MOU for approval
Preliminary References/Sources

Online assignment:

Critical Issue #3 ***Required***

Organizational development

Session 4 – Monday, February 13

Discussion of PDR (or PPQ) outlines and bibliographic and reference sources
Organizational development discussion

Due:

Critical Issue #3
Detailed PDR (or PPQ) outline
Bibliography and references

Online assignment:

Critical issue #4 ***Required***

Organizational governance

MONDAY, FEBRUARY 20 – **NO SCHOOL/PRESIDENT'S DAY**

Session 5 – Monday, February 27

Due:

Critical Issue #4

5 Key Issues Facing Charities

- Tax exemption and tax deductibility
- Foundation perpetuity
- Increased oversight at state levels
- Licensing of nonprofit professionals
- Proliferation; duplication; "mission creep Discussion"

Session 7 – Monday, March 5

Discussion of First Drafts
Issues in organizational governance

Due:

First Draft of PDR (or PPQ)

Critical issue #5

Organizational and Personal Ethical Perspectives and Behavior

For this assignment the class will be divided into study teams. I will assign each team a different case involving organizational and personal ethical perspectives and behavior. I will present the problems in class tonight (March 6th). During Spring break I will expect each team to communicate to discuss and resolve the issue assigned to them for discussion in class March 27th

MONDAY MARCH 12 – **NO SCHOOL/SPRING BREAK**

Session 7 – Monday, March 19

Ethics case studies: Team presentations
PDR Review

Session 8- Monday, March 26

Invited speaker: **To be announced.**

MONDAY APRIL 2 – **NO CLASS SESSION**

Session 9 – Monday, April 9

Invited Speaker: **To be announced.**

Global Philanthropy

Session 10 – Monday April 16

Review of past PDRs and PowerPoint® Presentations

Session 11 –Monday, April 23

Group 1: Student Presentations of PDRs and Class Critique

Session 12 – Monday April 30

Group 2: Student Presentations of PDRs and Class Critique

Session 13 – Monday, May 7

Group 3: Student Presentations of PDRs and Class Critique

Session 14 – Monday, May 9

Group 4: Student Presentations of PDRs and Class Critique

Session 15 – May 14

Due: PDR or PPQ!

Wrap-up

Appendix A:

Additional reading references may be posted to the class web site from time to time. Students are invited and encouraged to offer additional readings for inclusion on this list.

Readings

Profiles of Excellence: Achieving Success in the Nonprofit Sector

E.B. Knauft, Renee A. Berger, Sandra T. Gray. [1993]
Location/Call Number:
NYU Bobst HD62.6 .K56 1991 c. 1 Available
NSSR NewSchool HD62.6 .K56 1991 c. 1 Available

Management Principles for Nonprofit Agencies and Organizations

Gerald Zaltman, volume editor. [1979]
Location/Call Number:
Location/Call Number:
NYU Bobst HD38 .M31865 c. 1 Available

Nonprofit Organizations in a Market Economy: Understanding New Roles,

David C. Hammack, Dennis R. Young, editors. [1993]
Foreword by Reynold Levy.
Location/Call Number:
NYU Bobst HD62.6 .N667 1993 c. 1 Available
NSSR NewSchool HD62.6 .N667 1993 Available

Beyond the Bottom Line: How To Do More With Less in Nonprofit and Public Organizations

Martin W. Sandler, Deborah A. Hudson; withCarol Weiss and Neil deGuzmáan. [1998]
Location/Call Number:
NYU Bobst JK421 .S27 1998 Available

Skills for Effective Management of Nonprofit Organizations /

Edited by Richard L. Edwards, John A. Yankey, Mary A. Altpeter. [1998]
Location/Call Number:
NYU Bobst HV41 .S564 1998 Available

Strategic Restructuring for Nonprofit Organizations: Mergers, Integrations, and Alliances

Amelia Kohm and David La Piana. [2003]
Location/Call Number:
NYU Bobst HD62.6 .K64 2003 Due: 10/31/05 22:45

Sustaining nonprofit performance: The Case for Capacity Building and the Evidence to Support It

Paul C. Light. [2004] r:
Location/Call Number:
NYU Bobst HD62.6 .L545 2004 Available
NYU Web Internet Electronic access
NSSR NewSchool HD62.6 .L545 2004 Available Electronic Access:
http://www.loc.gov/catdir/toc/ecip0418/2004012674.html

Sarbanes-Oxley for nonprofits: A Guide to Gaining Competitive Advantage

Peggy M. Jackson, Toni E. Fogarty. [2005]
Location/Call Number:
NYU Bobst HG4027.65 .J33 2005 Due: 12/14/05 22:45
NYU Web Internet Electronic access
Electronic Access: http://www.loc.gov/catdir/toc/ecip055/2004029119.html

On Being Nonprofit: A Conceptual and Policy Primer

Peter Frumkin. [2002]:
Location/Call Number:
NYU Bobst HD2769.15 .F78 2002 Available

Measuring Performance in Public and Nonprofit Organizations

Theodore H. Poister. [2003]
Location/Call Number:
NYU Bobst HD58.9 .P65 2003 Due: 02/16/06 22:45
NYU Web Internet Electronic access
Electronic Access: http://www.loc.gov/catdir/toc/fy037/2003005632.html

Global Civil Society: Dimensions of the Nonprofit Sector

Lester M. Salamon ... [et al.].[1999]

Location/Call Number:
NYU Bobst HD2769.15 .G56 1999 v.1 Available
NYU Bobst HD2769.15 .G56 1999 v.2 Available
NYU Web Internet Electronic access
Electronic Access: http://www.h-net.org/review/hrev-a0b5j6-aa

The Future of Philanthropy: Economics, Ethics, and Management

Susan U. Raymond. [2004]
Location/Call Number:

NYU Bobst HD2769.15 .R39 2004 Due: 11/22/05 22:45
NYU Web Internet Electronic access
Electronic Access: http://www.loc.gov/catdir/toc/wiley041/2003021759.html

Sustaining innovation: Creating Nonprofit and Government\Organizations That Innovate Naturally

Paul C. Light.
Location/Call Number:
NYU Bobst JF1525.O73 L54 1998 Available
NYU Bobst JF1525.O73 L54 1998 Available
NYU Bobst JF1525.O73 L54 1998 Available

Nonprofit Mergers and Alliances: A Strategic Planning Guide

Thomas A. McLaughlin. [1998]
Location/Call Number:
NYU Bobst HD2769.15 .M34 1998 Available

Private Action and the Public Good

Edited by Walter W. Powell and Elisabeth S. Clemens. [1998]
Location/Call Number:
NYU Bobst JC330.15 .P75 1998 Available
NYU Bobst JC330.15 .P75 1998 Due: 11/26/05 18:45

Governance as Leadership: Reframing the Work of Nonprofit Boards

Richard P. Chait, William P. Ryan and Barbara E. Taylor [2005]

Boards That Make A Difference

John Carver [1997]

In addition from ARNOVA (incomplete):

- America's Nonprofit Sector: A Primer by Lester Salamon
- Charity, Philanthropy, and Civility in American History edited by Lawrence Friedman and Mark McGarvie
- High Performance Nonprofit Organizations by Christine Letts, William Ryan, & Allen Grossman
- Inventing the Nonprofit Sector and Other Essays on Philanthropy, Voluntarism, and Nonprofit Organizations by Peter Dobkin Hall
- Managing a Nonprofit Organization in the Twenty-First Century by Thomas Wolf
- Managing the Nonprofit Organization by Peter Drucker
- Nonprofit Nation: A New Look at the Third America by Michael O'Neill
- Nonprofit Organizations: Theory, Management, Policy by Helmut Anheier
- On Being Nonprofit: A Conceptual and Policy Primer by Peter Frumkin
- Philanthropy and the Nonprofit Sector in a Changing America edited by Charles Clotfelter and Thomas Ehrli
- State of Nonprofit America by Lester Salamon
- Strategic Giving: The Art and Science of Philanthropy by Peter Frumkin
- The Foundation: A Great American Secret by Joel Fleishman
- The Jossey-Bass Handbook of Nonprofit Leadership and Management by Robert Herman & Associates

- The Nonprofit Sector: A Research Handbook (2nd Ed) edited by Walter Powell and Richard Steinberg
- Understanding Philanthropy: Its Meaning and Mission by Robert Payton and Michael Moody
- Nonprofit Management: Principles and Practice by Michael J Worth

(Reasonably) New and timely

Alexander, G. Douglass & Kristina J. Carlson: Essential Principles for Fundraising Success: An Answer Manual for the Everyday Challenges of Raising Money, Jossey Bass, 2005

Bishop, Matthew and Michael Green: Philanthrocapitalism: How Giving Can Save The World, Bloomsbury Press, 2008.

Klein, Kim: Fundraising for Social Change, 5th Edition, Jossey-Bass/Chardon Press, 2007.

Palotta, Dan: Uncharitable/How Restraints on Nonprofits Undermine Their Potential, Tufts University Press, 2008

Not as new but just as timely

Wagner, David: What's Love Got to Do With It? A Critical Look at American Charity, The New Press, 2000

Appendix B:

THE PROFESSIONAL DECISION REPORT

The Professional Decision Report (PDR) or case study (my preferred term) is written and submitted in partial fulfillment of the requirements for a Master of Science (M.S.) degree from Milano The New School for Management & Urban Policy. The PDR required of students in the New School's Nonprofit Management Program is an analysis of a specific managerial decision problem, opportunity, or policy issue of substantial relevance and importance in the leadership or management of nonprofit organizations. The PDR is a principal graded product of the Advanced Seminar in Nonprofit Management which is taken near the end of a student's program of studies.

1. Purposes, Standards, and Organization of the PDR

The PDR should be a significant opportunity for the student to address important real-world issues faced by professionals in nonprofit management and leadership positions. The PDR also should be a significant professional learning experience enabling the student to integrate substantial parts of the knowledge and skills acquired during the course of the M.S. degree program in Nonprofit Management.

The PDR should measure up to the rigorous academic and professional standards established by the School for Management & Urban Policy. These include evidence that the PDR establishes and utilizes a sound conceptual decision-making framework that:

--Precisely defines the managerial problem, opportunity, or policy issue to be addressed,

--Describes the decision objectives that are to be achieved through the decisions which will be made and the actions taken,

--Identifies the decision criteria which will be used to evaluate alternative possible approaches and solutions to the problems or issue at hand
--Generates and describes a range of alternative possible solutions to the problem or issue being addressed,

--Carefully analyzes each of these alternative courses of action using whatever analytic techniques are appropriate, and

--Makes a carefully reasoned recommendation for action that is built logically and persuasively on the foregoing analysis.

These standards for evaluating the contents of a good PDR may also be used as an organizing framework for the analysis of the decision problem at hand and the presentation of the results of the analysis in the final written report. Although variation is possible and sometimes desirable, it is in most cases a good idea to organize the body of the written PDR into sections as follows:

2. The Problem

Decision Objectives, Criteria, and Alternatives

Analysis

- Findings
- Conclusions
- Recommendations

3. Choosing a PDR Client

In most cases, a Professional Decision Report is "client-oriented." That means that a PDR is written by the student with the purpose of making a substantive contribution to someone else's (a client's) solution of the decision problem, opportunity, or policy issue at hand. Therefore, as this strongly suggests, a good student-client relationship is an important ingredient for the production of a good PDR.

Though it may be possible to write a good PDR without having a good relationship with a client—and to learn useful lessons by making the best of a bad relationship—the most valuable learning comes from working closely with a good client.

A good PDR client is one whose actions and decisions will have a significant impact on the question at hand. Good clients may thus include:

--Executive Directors, board members, and other leaders and senior managers of nonprofit organizations;

--Staff members and outside consultants who advise them;

--Elected and appointed public officials

--Leaders and managers of for-profit businesses.

Such a person may be someone already known to you and may in fact be a leader of manager of the organization or agency in which you work. There are upsides and downsides to undertaking a PDR within your employment environment. Prior consultation with the instructor is advised – so as to avoid the

necessity of making a client change in mid-semester or at some other inopportune point. Alternatively, a PDR client may be previously unknown to you and have no other professional relationship to you.

A good client is one who knows how to use your analysis and recommendations. This means appreciating the strengths and understanding the limitations of formal methods of analysis and decision-making. It means understanding enough about the historical, institutional, and political contexts of the problem to recognize when formal analysis and decision-making can make a difference, and when it may not.

A good client is one who is open to different perspectives, who views the PDR as a way of exploring a problem, highlighting trade-offs, and determining whether differences of view turn on facts or values. The client may prefer, for tactical or strategic reasons, to keep the results of the analysis private. But the client should want to know the strongest arguments for and against each option, even if the client decides to pursue an option other than the one the analysis suggests and the student recommends.

Since some PDR clients may already be advocates of a particular decision alternative or policy position, the PDR itself may be an advocacy document. Effective advocacy, however, requires anticipating and responding to opposing arguments and alternative approaches. This may be done in the advocacy document itself, or in separate memoranda to the client. If done separately, both the advocacy document and the separate memoranda should be submitted together and together will constitute the PDR.

Students are encouraged to be realistic in selecting a client, in defining the scope of work, and in staying focused on the problem at hand.

4. The Student's Responsibilities to the Client and Vice Versa

The student's basic responsibility to the client is to try to put herself or himself in the client's shoes. What does the problem look like from the client's point of view? What can the client do about it? What leverage does the client have with which to work? Under what constraints is the client operating? An advantage the student brings to the client, however, is the student's independence. The student should therefore not hesitate to look at the problem from points of view other than those of the client, and to bring those differing perspectives to the client's attention. One of the most useful services a student can perform is to keep the client informed of facts, arguments, and perspectives that might not have seemed important at the outset, but later turn out to be so.

Another of the student's comparative advantages is time. Busy clients normally have not had time to think through carefully the problem being addressed. That is usually one reason clients want advice on what they should do. Therefore, as the student learns more about the issue and the client's perspective, the student should not hesitate to suggest that the focus of the PDR be modified. While the client may ultimately disagree, the discussion will almost certainly help to clarify the problem.

The student's relationship with the client should be governed by the highest standards of professional courtesy and commitment: keep the client informed, seek guidance when appropriate, be respectful of competing demands on the client's time, preserve confidences, protect the client's relationship with others, and generally act in a way that brings credit to both the student and the client.

A PDR involves more than a routine gathering and delivering of information on a problem predefined by the client. Ideally, it should enable the student to share the responsibility with the client for defining the problem, grappling with its ramifications, and deriving scenarios or recommendations which offer reasoned solutions to the decision problem or policy question as defined together by the client and student.

While the student should gather evidence omnivorously, it should be used in the PDR with great selectivity to: highlight central issues, bolster crucial arguments, and illustrate specific points. A PDR is an exercise in marshaling evidence that illuminates and helps to solve a problem. It is not an exercise in gathering or manipulating data for its own sake, to advance theory, or to display mastery of a technique. Nonetheless,

though simplification and selectivity are necessary for purposes of presentation, the underlying techniques and uses of data should meet appropriate disciplinary standards of rigor and integrity. Detailed demonstrations of this, however, may be reserved for appendices to the main report.

Specific examples are crucial elements in both analysis and presentation. General propositions that sound correct are probably incorrect if the writer can cite no specific case in which they apply. Generalizations come to life and become memorable if illustrated with a good example. Statements about size, amounts, and relationships become more concrete and understandable if they include specific numbers to which readers can relate.

A good PDR successfully carries the burden of persuasion. It leaves the reader who begins as a skeptic or an opponent with the feeling that a case has been made strongly and fairly. A good PDR should persuade the reader that the framework for analysis that has been established is legitimate and compelling, and that the options suggested or recommendations for action flow logically from the analysis.

The client's responsibility to the student is, having accepted the parameters defined in the scope of work, to be available, to be candid, and to respect the integrity of the engagement.

5. The MOU – Memorandum of Understanding

It is critical that both parties fully understand the boundaries of the engagement. To that end, each student will prepare an MOU, detailing:

- Scope of work
- Each party's responsibility to the other
- Time line
- Deliverable(s)

The instructor will review and approve the MOU *prior* to the onset of the engagement.

> As a final test in thinking about your PDR, ask yourself this question: If you had to make a decision that had important real-world consequences, would you be prepared to act on the basis of the PDR you have just written?
>
> If so, it is probably a good PDR.

6. Communicating the Results

Professional written communication is a critical element of the PDR. Good analysis poorly communicated (assuming such a thing exists) is without value in a PDR. A good PDR must be clearly written and well-organized. It should be written with the audience clearly understood and constantly in mind.

The PDR should have an executive summary of 1-3 single-spaced pages that highlights for the busy reader everything in the PDR that the reader absolutely needs to know. This summary should be capable of standing alone, and should be written on the assumption that the reader will read nothing else in the PDR. It is thus one of the most important parts of the PDR and should not be written as an afterthought.

The PDR should also include an introduction of 1-3 pages that identifies the problem being addressed, and tells the reader why it is worth the reader's time to read the rest of the paper. This introduction should also describe briefly what each section of the paper covers, thereby serving as a guide to someone who wants to read selectively.

The PDR should always include a table of contents and the main body of text should make extensive use of headings, subheadings, bulleted paragraphs, and the like to aid the reader and make the logic and organization of the report as clear as possible. Appendices should be used to detail technical, analytical and methodological information for the reader who wishes to understand these aspects of the analysis in more depth.

When standards for "Good" Analysis are in Conflict

While the PDR is primarily designed to help the client with a specific managerial decision or policy problem, the document should also measure up to independent standards for good analysis. A major part of the student's own responsibility is to make certain that those standards are met. In most cases there should be little conflict between those standards and the client's needs. However, in the event that conflicts do arise, students may wish to consult an appropriate faculty member for assistance in making decisions about any trade-offs which might be necessary and striking a balance that is both professionally and intellectually responsible.

What the PDR is Not

The PDR is not a conventional Master's Thesis. It is instead, as its name implies, a document written for professional decision making purposes. This does not mean that the analysis that goes into the report, or the communication of the analysis, should be less rigorous, less carefully supported or less well presented than would be expected in a master's thesis.

Similarly, the PDR is not a mini doctoral dissertation. You do not need to do an exhaustive review of the relevant literature (although certain citations and bibliographic references may be necessary). You do not need to create or advance "theory" to do a good PDR (although you may). And you do not need to view this report as a Herculean task that will consumer all your energies for a significant chunk of the rest of your life.

You should plan to do a significant, high quality piece of work, write it into final form, and be able to submit it at the beginning of the final class session of the semester. Any topic proposed for the PDR that realistically cannot be accommodated within this timetable should be modified or changed into one that can. No PDR will be accepted after May 14. 2012.

Style Sheets

The Modern Language Association handbook is recommended as a basic tool for research writing. The MLA style sheet is available on line among others. Students are advised to consult a style sheet and adhere to it for consistency, clarity and format. I prefer MLA but am open to others.

THE PPQ

There are few boundaries established regarding the PPQ subject as long as it addresses an area of the nonprofit management profession and the product reflects critical and insightful thinking. Some potential avenues that might be considered…

1. You believe that the readings done for a prior course or the writings that are currently available on a particular topic of nonprofit management are not reflective of your experiences in the real world…use the PPQ as a vehicle for critically exploring this.

2. A topic exists that you think requires more in-depth coverage than is currently being provided in the professional literature…use the PPQ to take a closer look at the subject.

3. Generally speaking, a publishable paper is one that presents a new point of view, looks at an existing topic critically, takes an opposing point of view from the mainstream thinking on a topic, examines an emerging trend, or in some way takes a unique viewpoint. It is also possible to write a case study that might prove beneficial to others reading it.

As such, the PPQ is a publishable report of a specific piece of work culled from a student's courses, research and experience in the preceding semesters. It is a piece of work of substance and length requiring research which draws together the ideas developed in the course of a candidate's studies. Students find their topics in their readings, in other course material, and in communities. The research PPQ requires students to focus on an area of interest, define a problem, find and use appropriate measures, analyze the findings and present the contextual significance of these findings.

A written proposal should be submitted prior to the first class session and discussed with me. The proposal should contain a one-sentence statement of the problem and an explanatory paragraph. Preliminary references, a detailed outline, and a detailed methodology section will be due in subsequent weeks. Proposals may be altered as required during the process.

Usually the PPQ is a formal written report of publishable standards, but students should feel free to experiment with educational videotapes and other such innovations. The PPQ is the summary expression of what students have achieved during the program.

If publication of the PPQ is anticipated, the medium of publication likely to be used should be considered when preparing the manuscript. If it is known in advance that the PPQ will be published by a particular publisher or journal, the editorial practices of that publisher or journal should be followed. The form of footnotes and bibliography, in particular, may vary with different publishers and journals.

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