

Syllabus

Leadership and Management of NGOs 2020-0107 SIS-793 Practicum in International Affairs

Thursdays, 5:30 – 8:00 pm

Course Credits: 3

Spring 2020

American University, School of International Service
Washington, DC

Instructor: Charles F. “Chic” Dambach

Office Hours: By Appointment

Phone: 410-703-8650

Email: cdambach@american.edu, chic@dambach.org

Course Description and Objectives

The SIS Practicum serves as one of the capstone options for SIS Masters students. It is designed to provide an important bridge between the academic setting and the professional world. You will work in teams on specific projects for one of the sponsoring clients. Over the course of these projects, you will build on the substantive and methodological knowledge you have acquired during the previous semesters of the SIS Masters Program. You will also have the opportunity to develop and enhance additional practical skills, such as oral and written communication and project management, in a professional context.

During the first few weeks, the instructor will provide readings, lectures and discussions for students to explore the basic principles and practices of nonprofit (or NGO) leadership and management, including the roles and responsibilities of the governing boards and staff, strategic planning, financial management, marketing, and resource development. Students will provide a written report indicating their understanding of the basics of nonprofit operations. After covering the basics, students will be assigned to teams to engage in basic research and analysis of their assigned NGOs. They will meet with the executive staff and appropriate leaders of the NGOs to determine the strengths and weakness of the organization and develop a work plan. Working as a team, students will explore opportunities for the clients to enhance their operations and messaging and strengthen their resource development capacities in ways that better enable them to fulfill their missions.

Once each team meets with its client, students will identify the scope of their project and break it down into manageable tasks that fully involve all team members. At this stage in the practicum, each team of students will meet with their instructor on a regular basis to review progress to date, to identify key issues and problems, and to seek guidance. Teams will continue to meet at least once a week to plan, coordinate, and carry out the project. The semester will culminate with each team giving an oral presentation to their client and presenting the client with their final written report.

- **Scope of Work (or Terms of Reference):** After approval by the client and professor, the statement of work is to be submitted to the Director of SIS Experiential Learning.
- **Presentation Bootcamp:** Teams will have an opportunity to present their reports in draft form to get feedback prior to final presentations.
- **AU Presentations:** Teams will present their reports and recommendations to AU faculty and guests prior to final presentations to clients
- **Final Client Presentations**

Please note: all final deliverables are due by the day of the scheduled end-of-course.

Stephanie Fischer is available to students throughout the semester for assistance and coaching on general practicum issues and on consulting skills.

Her contact information is: fischer@american.edu, (703) 340-6030, office, SIS 244

Office hours, <https://stephaniefischer.youcanbook.me>

Clients and Projects

It is important to note that the team projects are to provide added value to the client organizations. Students should not view the Practicum as an independent study or as an academic research paper. The project's focus should be on the client's problems, needs, aspirations and requirements. From the university's viewpoint, the Practicum should provide a first-rate learning experience for the student. From the client's viewpoint, the team should produce tangible, actionable results, and therefore any incremental learning by the student is a collateral benefit and not the primary objective. When these perspectives merge to the benefit of all the stakeholders in the project, students can claim success.

The client organizations for this spring offer fascinating opportunities for students to learn about organizations engaged in vital issues and for the teams to help the clients address their challenges. Descriptions of the client organizations and the primary contact at each one. The specific projects and outcomes will be determined by the students and clients together for mutual benefit.

Institute for Economics and Peace (IEP) <http://economicsandpeace.org/>

Mission: To help create a world that is more peaceful and fulfilling for the majority of the people on the planet. We aim to create a paradigm shift in the way the world thinks about peace. We use data-driven research to show that peace is a positive, tangible and achievable measure of human well-being and development.

The IEP is the world's leading think tank dedicated to developing metrics to analyze peace and to quantify its economic value. It does this by developing global and national indices, calculating the economic cost of violence, analyzing country level risk and understanding positive peace.

The research is used extensively by governments, academic institutions, think tanks, non-governmental organizations and by intergovernmental institutions such as the OECD, The Commonwealth Secretariat, the World Bank and the United Nations. The Institute was recently ranked in the top 15 most impactful think tanks in the world on the Global Go To Think Tank Index.

Founded by Australian IT entrepreneur and philanthropist Steve Killelea in 2007, the IEP is based in Sydney, and it impacts traditional thinking on matters of security, defense, terrorism and development. The project will focus on IEP USA and the Global Symposium of Peaceful Nations.

Michael Collins

Executive Director, The Americas

Collins is based in New York City. He became the director of IEP USA in June 2019, and he organizes events and opportunities to present IEP research to policy makers in the US and at the UN in New York. He supervises IEP programs and projects in Mexico and throughout the hemisphere, and he builds partnerships with the UN, World Bank and similar institutions and seeks grant and contract opportunities.

Previously, he was director of education for Build Change, a non-profit organization dedicated to reducing deaths, injuries and economic losses caused by earthquakes and hurricanes in emerging nations. His role was to help provide affected communities with the knowledge, skills and resources they needed to quickly recover. Within one year, his team was able to help over 1,500 homeowners rebuild their homes safely.

Search for Common Ground (SFCG) <https://www.sfcg.org/>

Mission: To end violent conflict. It's our purpose — our call to action.

Instead of tearing down an existing world, we focus on constructing a new one. We do this through a type of peacebuilding called conflict transformation. Meaning: we look to change the everyday interactions between groups of people in conflict, so they can work together to build up their community, choosing joint problem-solving over violence. We seek to transform the way the world deals with conflict, away from adversarial approaches, toward cooperative solutions.

Vision: Our ability to deal with conflict affects how we handle every issue humanity is facing.

Whether global in nature, such as poverty, hunger or the environment, or closer to home, such as family or community relations, we face daily challenges to our abilities to deal with conflict constructively. So, our vision is of a world where:

Differences stimulate social progress, rather than precipitate violence.

Respect for and cooperation with those we disagree with is considered the norm for individuals, communities, organizations, and nations.

Michael Shipler

Associate Vice President, Strategy and Program Quality

Shipler has served as Search for Common Ground's Associate Vice President, Strategy and Program Quality since July 2018. In this role, he leads strategic planning for Search's multi-country conflict geographies and supports field teams in implementation of high quality programming.

He first joined Search in 2002 as the Children and Youth Program Associate. He went on to become Director of Children and Youth Programs, Director of Programs in Nepal, and Asia Regional Director, overseeing programming in eleven countries and supervised offices in Indonesia, Kyrgyzstan, Myanmar, Nepal, Pakistan, Sri Lanka, and Timor Leste.

In his time at Search, Michael has initiated a wide range of peacebuilding programs. He established Search's offices and multi-pronged programming in Nepal, Myanmar, and in Central Asia. Additionally, he founded Search's Children and Youth Division, which has gone on to play a significant role in creating Security Council Resolution 2250 on Youth, Peace and Security. He

co-lead a global communications for social change initiative, The Team, which combined the power of storytelling, football (soccer), and television to promote peace and was the co-creator of Madam Prime Minister (Singha Durbar), an innovative political television drama series in Nepal which engages youth in governance and promotes inclusive leadership. He has worked in over 20 countries across Asia, Africa, the Middle East, and Latin America, including some of the most conflict-affected parts of the world, implementing programming ranging from Track II dialogue to security sector reform. While working for Youth for Peace, a youth-led organization in Cambodia, he developed a leadership program supporting young people to avoid violence and contribute to reconciliation in their own communities. He is a former board member of the Alliance for Peacebuilding and the author of *The Dancing Country and Other Stories*.

Originally from the Washington, D.C. area, Michael holds his MA from Kings College in London.

DT Global (DTG) <https://dt-global.com/>

From early stage crisis and stabilization assistance through to economic development, governance, and environmental work, DT Global provides a continuum of support to communities along the development spectrum. We deliver solutions across five principal development areas: Economic Growth, Environment & Infrastructure, Human Development, Governance, Stabilization & Transition

Leveraging our experience working in fragile and conflict-affected environments, DT Global has developed a participatory, inclusive, and data-driven analytical framework – Sensus – to help our partners design hyper-local interventions that mitigate the underlying causes of violence, instability, or community dysfunction.

At DT Global, we support communities as they stabilize crises, transform conflict, and build lasting peace. By promoting self-reliance and human dignity, we create a strong foundation for local empowerment and growth. Our Stabilization and Transition practice offers expertise in conflict prevention and mitigation, stabilization, resilience, countering violent extremism (CVE), and peacebuilding. Our global team partners with civil society, media, traditional leaders, and governments to manage conflict, disincentivize radicalization, and increase stability. We design and implement collaborative, rapid-response, context-specific programming grounded in our decades of technical expertise and state-of-the-art evidence-based analytics. Through our adaptable, responsive programming, we work with communities to build trust, promote cohesion, and enhance resilience.

Cameron Chisholm

Vice President

Cameron M. Chisholm is an experienced and passionate global peace and development executive with more than 15 years of proven ability to build global strategy and drive effective operations. He is currently Vice President and co-founder of DT Institute, which is part of the DT Global Family of companies pioneering a new model for effective development assistance. Cameron seeks to infuse an entrepreneurial spirit into his work that encourages creativity and enables teams to move in new directions that lead to greater success. He inspires staff, students, alumni, and Boards to push the boundaries of peacebuilding and constantly innovate in research, products, and services.

Previously, Cameron served as Vice President, Creative Learning (CL) where he led the International Peace & Security Institute (IPSI) division. IPSI was an independent organization for seven years before CL acquired it, and Cameron served as the Founder and President. Before founding IPSI, Cameron worked with the World Bank, CEWARN, the U.S. Department of State, and The Carter Center. He has a B.A. from Emory University and a M.A. from the University of Bradford. He is an adjunct professor at the George Washington University Elliott School and Georgetown University Department of Government. He is a Rotary Peace Fellow Alumnus and a Truman National Security Fellow.

Learning Outcomes

By the end of the Practicum, each student will be able to:

- Understand the fundamentals of nonprofit leadership and management, including the structures, financial analysis, strategic planning and resource development.
- Research and conceptualize a problem, define the scope of the project and break it down into workable components (Analytic).
- Work effectively as a team member by identifying key tasks, sharing responsibility for the project, and ensuring all deadlines are met (Teamwork and Project Management).
- Establish a positive working relationship with a client by understanding the client's needs and deadlines, following up with client requests, and managing expectations (Client Relations).
- Deliver an organized, articulate presentation to the client with effective remarks and graphical aids (Oral Presentation skills).
- Prepare a professional, cleanly written document that identifies the client's problem and offers thoughtful analysis and recommendations (Written Presentation).

Course Policy

In addition to being an important capstone project, the Practicum serves as a visible statement of the School of International Service and its graduate students to outside organizations. As such, it is important that students conduct themselves at the highest professional level. Students selected for Practicum courses are expected to fully participate in the program from the earliest stages to the final report. It is expected that Practicum students serve as responsible team members who are involved in project management, respectful of team deadlines, and conscientious of the larger needs of the team and the client. Students must also respect the client relationship and the terms set forth in the client agreement letters regarding client records, personnel, confidentiality or non-disclosure requirements. Students who do not conduct themselves in a professional manner will be removed from the Practicum and receive a failing grade for the course.

All sponsoring clients are informed that they have an open link to the instructor at any time during the semester to discuss any matters of relevance about the project and project team. The instructor, however, is not the leader of the project but rather a coach for the team to perform their work for the sponsoring client.

At the end of the Practicum, students will have the opportunity to present their final written report to the client. In most cases, SIS will provide funding to cover multiple copies (up to 10) of the reports and executive summaries for distribution to the client.

Role of Instructor

Unlike most other courses of study, a Practicum involves multiple stakeholders beyond the student and instructor. This situation creates new roles for the instructor:

- To identify client organizations and negotiate the initial terms of each project.
- To design a course of study that will enable students to effectively facilitate their work with client organizations.
- To determine requirements for reporting and project management; to establish criteria for evaluating student and team performance; to set the schedule and deadlines
- To act as the overall coordinator among the client, project team, and the University to maintain these relations in good order.
- To provide added value to the client and to each team in the form of expertise, management, and quality control.
- To serve as a mentor to students as they work through the process of developing and presenting their deliverables through monitoring, feedback, and preparing for a formal presentation.

Tools for Collaboration

Team collaboration methods will be determined by the teams themselves, but normal technology tools will be available.

Course Assignments and Grades

Final grades for the course will be based on class-related assignments (85%) as well as the client's own assessment (15%).

The class-related assignments include the following:

- 1) Individual Contributions – class participation and individual assignment (20%). These assignments will be described in greater detail in class, and may include an annotated bibliography, initial briefing paper(s), and assigned planning documents (including client preparation documents). The assignments are due on the dates indicated in the course schedule. Late submissions may result in the reduction by 1/3 of a letter grade for each day it is late. Students who are unable to attend a meeting must let their instructor know ahead of time via email.
- 2) Paper indicating basic understanding of nonprofit management (10%)
- 3) Oral Presentation (20%). Teams must present their practical report to the client, as well as any preliminary presentations requested by the instructor. The oral presentations will include a PowerPoint presentation with effective graphics and data.
- 4) Written Report (25%). The final paper will generally be approximately 25 pages in length, not including a separate 2-page executive summary. The final page count will depend on the client request and approval by the instructor. A separate handout will be provided in the course detailing the report requirements (font, charts, appendices, etc.).
- 5) Team Evaluation of Individual Performance (10%). Each member of the team will also be evaluated by other team members for their contribution to the project. The instructor will provide an evaluation form to all team members near the end of the semester.
- 6) Client Assessment (15%). Each client will be provided with an evaluation form. The clients will evaluate the team based on their communication skills, successful definition and management of the project, and final oral presentation and written report.

Please note that an “A” grade denotes a truly excellent performance and work that is original, insightful, critical, clear, and well-written. It indicates that the team has worked effectively and successfully to marshal the talents of each member. A “B” is solid work that is well organized and goes beyond minimum requirements. It reflects a good command of the material, with instances of higher-level thinking and intellectual engagement. It will also indicate the degree to which the team has worked effectively. A “C” reflects a lack of higher-level thinking, intellectual originality, clear organization, and teamwork. A “D” indicates that minimum course requirements were not fully met. An “F” means the minimum course requirements were not met.

Recommended Readings

All students are expected to study the material on the websites for all of the client organizations in order to understand the missions and programs of the organizations and to facilitate class discussion of the clients. Students will also be expected to read the strategic plans, development plans, budgets, financial reports and recent board minutes for their assigned client organizations. In addition, students are highly encouraged to read Peter F. Drucker, *Managing the Non-Profit Organization, Principles and Practices*, Harper Collins, ISBN-10: 0060851147. Additional reading material will be provided in classes, sent by email or available online or for download in PDF format from online resources. Resources of value for the course and for nonprofit leadership include: Independent Sector (an umbrella association on major nonprofit organizations and philanthropies) www.independentsector.org, BoardSource (the National Center for Nonprofit Boards) www.boardsource.org, Council on Foundations (the association of foundations) www.cof.org, Chronicle of Philanthropy (a prominent weekly newspaper of the philanthropic world) www.philanthropy.com. The Foundation Center is a vital resource for identifying foundations that might support NGOs of interest <http://foundationcenter.org>. InterAction (www.interaction.org), is the primary resource for information on international relief and development NGOs and the Alliance for Peacebuilding (www.allianceforpeacebuilding.org) is the US-based network for conflict prevention and resolution organizations. The Peace and Security Funders Group is a network of donors <http://peaceandsecurity.org>.

Course Schedule

Week 1 / January 16

Background, objectives, expectations, class structure

Resources

NGO structures and operations

Board and staff roles and responsibilities

NGO financial management basics

Budget

Balance Sheet

P&L

Cash Flow

Week 2 / January 23

Strategic planning

Marketing / messaging

Fundraising 101: revenue sources and strategies

Donations

Grants

Contracts

Fee for service / earned income

Determine NGO client assignments

Week 3 / January 30

External resources

Government agencies

International organizations

Quasi-Governmental organizations

Foundations

Corporations

Individuals

Development planning

Week 4 / February 6

Nonprofit management papers due

Develop Scope of Work with Clients (or Terms of Reference)

Week 5 / February 13

Discuss client observations

SWOT analysis

Week 6 / February 20

Develop team work plans

Week 7 / February 27

Meet with NGO clients

Week 8 / March 5

Project progress review

March 12

Spring Break

Week 9 / March 19

Class / Meet with clients

Week 10 / March 26

Prepare draft reports

Week 11 / April 2

Review Concepts with Clients

Week 12 / April 9

Class / review and research, analysis, writing

Week 13 / April 16

Draft reports due

Boot Camp

Team preparation of final reports

Class oral presentation TBA

Week 14 / April 23

Written reports due

Final presentations to clients

(Written and oral)

Peer Review

American University Resources and Policies

STUDENTS WITH DISABILITIES

The following notice informs students with disabilities about appropriately requesting accommodations through the Academic Support and Access Center:

If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended. To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or asac@american.edu, or drop by the ASAC in MGC 243.

ACADEMIC SUPPORT

The following notice informs students about academic support resources available through the Academic Support and Access Center:

All students may take advantage of the Academic Support and Access Center (ASAC)(MGC 243) for individual academic skills counseling, workshops, Tutoring, peer tutor referrals, and Supplemental Instruction. Additional academic support resources available at AU include the Bender Library, the Department of Literature's Writing Center (located in the Library), the Math Lab in the Department of Mathematics & Statistics, and the Center for Language Exploration, Acquisition, & Research (CLEAR) in Asbury Hall. A more complete list of campus-wide resources is available in the ASAC.

ACADEMIC INTEGRITY

The following notice informs students about the American University Academic Integrity Code and their rights and responsibilities under it:

All students are governed by American University's Academic Integrity Code. The Academic Integrity Code details specific violations of ethical conduct that relate to academic integrity. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the code. All of your work (whether oral or written) in this class is governed by the provisions of the Academic Integrity Code. Academic violations include but are not limited to: plagiarism, inappropriate collaboration, dishonesty in examinations whether in class or take-home,

dishonesty in papers, work done for one course and submitted to another, deliberate falsification of data, interference with other students' work, and copyright violations. The adjudication process and possible penalties are listed in American University's Academic Integrity Code booklet, which is also available on the American University website. Being a member of this academic community entitles each of us to a wide degree of freedom and the pursuit of scholarly interests; with that freedom, however, comes a responsibility to uphold the high ethical standards of scholarly conduct. Details about the Code can be found on the AU website (www.american.edu/academics/integrity).

EMERGENCY PREPAREDNESS FOR DISRUPTION OF CLASSES

The following notice informs students about what happens as a result of an unexpected closure of the University due to weather or safety concerns, for example:

In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies.

In the event of an emergency, students should refer to the AU Student Portal, the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

COUNSELING CENTER

The following notice informs students about resources available through the Counseling Center: The Counseling Center (x3500, MGC 214) offers intake and urgent care services, counseling and consultations regarding personal concerns, self-help information, and connections to offcampus mental health resources.

WRITING CENTER

The following notice informs students about resources available through the Writing Center: The Writing Center (x2291, Bender Library, 1st floor) provides writing consultants to assist students with writing projects. Students must call to set up a free appointment. See www.american.edu/cas/writing/index.cfm

CENTER FOR DIVERSITY AND INCLUSION

The following notice informs students about resources available through the Center for Diversity and Inclusion:

The Center for Diversity and Inclusion (x3651, MGC 201) is dedicated to enhancing LGBTQ, Multicultural, First Generation, and Women's experiences on campus and to "advance AU's commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy." See

www.american.edu/ocl/cdi/index.cfm.

OASIS: CONFIDENTIAL VICTIM ADVOCACY

The following notice informs students about resources available through the Office of Advocacy Services for Interpersonal and Sexual Violence (OASIS):

A program of the Health Promotion and Advocacy Center (x3276, Hughes Hall 105), OASIS (the Office of Advocacy Services for Interpersonal and Sexual Violence) provides free and confidential victim advocacy services for American University students who are impacted by all forms of sexual violence (e.g. sexual assault, rape, dating or domestic violence, sexual harassment, or stalking)--either directly or indirectly. To schedule an advocacy meeting with one of AU's confidential victim advocates, visit their You Can Book Me page at auhpac.youcanbook.me