

**Commerce 4MG3
Strategic Philanthropy and Leadership – Good Decisions in
Challenging Times
Fall 2008 Course Outline**

**Strategic Market Leadership and Health Services
Management Area
DeGroote School of Business
McMaster University**

COURSE OBJECTIVE

In this course you will learn about the philanthropic sector in Canada through the hands-on process of granting over \$20,000 to a local charity(s). Seeded by a \$10,000 gift by Doris Buffett that has been matched by Canadian philanthropists, business partners and friends, Michael Lee Chin, Jeff Wheeler and Robert Levis, this course is designed to explore core aspects of the philanthropic and charitable sector. No previous experience with not-for-profit organizations is required. The purpose of this course is to introduce you to leadership practices in this sector and enhance your future capacity and expertise to make good investments for social, economic and environmental change through the charitable sector, either personally or as a member of a corporate social responsibility team.

INSTRUCTOR AND CONTACT INFORMATION

Day and Time – Tuesday, 8:30-11:20

Maria Antonakos

Instructor

maria@opusphilanthropy.com

Office: DSB 233

Office Hours: after class

Tel: (905) 627-4575

Class Location: KTH/B124

Patti Wiebe

Administrative Assistant

wiebe@mcmaster.ca

Office: DSB #203

Office Hours: Daily 8:30-4:30

(905) 525-9140 x24436

Course Website: <http://www.business.mcmaster.ca/courses/com4MG3/>

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	No	Global view:	Yes
WebCT:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes

COURSE DESCRIPTION

This course is taught primarily through lectures, assigned readings, group work, case study and guest speakers. Philanthropy and the volunteer sector are an integral part of civil society. In Canada there are over 86,000 charities. There are 2397 active grant making foundations, including 150 community foundations. These foundations collectively manage some \$16.2 billion in assets and grant approximately \$1.3 billion annually. A focal point of the class is a group assignment where you will engage in the hands-on process of designing a Request for Proposals (RFP), screen applications and award grants from a fund of \$20,000 to eligible Hamilton charities, selected as a class. This assignment provides the framework and opportunity for full immersion in leading practices of philanthropy, the charitable sector, not-for-profit governance, charitable tax issues, foundation structures, community building and multi-cultural approaches to giving. These practices will be explored across the broad issue areas of social justice, poverty relief, the environment, health, education and the arts.

LEARNING OUTCOMES

Upon completion of this course, students will have a fundamental understanding of the following:

- The history of Philanthropy in Canada, and globally and its impact on society;
- The Charitable Sector in Canada: What is a charity? What is a foundation? What are the structures, tax implications, and governance and accountability issues, who are the thought leaders in the charitable and philanthropic sectors;
- The fundamentals of excellence in granting: granting criteria, RFPs, grant eligibility, impact assessment and measurement;
- The fundamentals of fundraising;
- The Continuum of Giving and fundamentals of Strategic Philanthropy;
- Elements of successful Corporate Social Responsibility Programmes
- Social Entrepreneurship and Social Finance.

REQUIRED COURSE MATERIALS AND READINGS

WebCT registration for course content, readings and case materials

- <http://webct.mcmaster.ca>

\$ FREE

Hand-outs provided by Instructor

\$ 25

Materials Fee

Others to be announced

OPTIONAL COURSE MATERIALS AND READINGS

The Non-profit Sector in Interesting Times – Case Studies in a changing sector

- purchase a copy at the bookstore

The Generosity Factor

- purchase a copy at the bookstore

The Soul of Money

- purchase a copy at the bookstore

EVALUATION

Learning in this course results primarily from in-class discussion and participation and completion of the major group and class project surrounding granting the \$20,000 to eligible local agencies screened and selected by the class through best practices of granting. The balance of the learning results from the lectures, guest speaker, class assignments, research and individual and group in-class presentations. All work will be evaluated on an individual basis except in certain cases where group work is expected. Your final grade will be calculated as follows:

Components and Weights

Assignment #1	Request for Proposals (group)	15%
Assignment #2	Profile of a Charity, Foundation (Private, Public or Corporate) or Philanthropist (individual)	15%
Assignment #3	Assignment on Topic in Philanthropy (individual)	20%
Assignment #4	Term Project Grant (group)	35%
Participation	In-class Contribution (individual)	15%
Total		100%

Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

LETTER GRADE	PERCENT	LETTER GRADE	PERCENT
A+	90 - 100	C+	67 - 69
A	85 - 89	C	63 - 66
A-	80 - 84	C-	60 - 62
B+	77 - 79	D+	57 - 59
B	73 - 76	D	53 - 56
B-	70 - 72	D-	50 - 52
		F	00 - 49

... Please note that MBA grade conversion is ...

LETTER GRADE	PERCENT	LETTER GRADE	PERCENT
A+	90 - 100	C+	60 - 64
A	85 - 89	C	55 - 59
A-	80 - 84	C-	50 - 54
B+	75 - 79	F	00 - 49
B	70 - 74		
B-	65 - 69		

Communication and Feedback

Students who are uncomfortable in directly approaching an instructor regarding a course concern may choose to send a confidential and anonymous email to the respective Area Chair at:

<http://www.degroote.mcmaster.ca/curr/emailchairs.aspx>

Students who wish to correspond with instructors directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student.

Instructors should conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

Assignment #1 – Request for Proposals (Group Assignment)

This Assignment is worth **15%** of your final mark. In small groups (TBD), you will draft a Request for Proposal (RFP). This RFP forms the basis for the class's public RFP seeking eligible community groups to submit a grant request from the class fund.

The primary elements in the 1-2 page RFP will include:

- fund issue areas and granting focus
- range of grant amounts
- eligibility requirements
- assessment process
- application form
- required support documents
- granting timelines

In addition to a written document, each group will present their RFP to the class for discussion. The RFP to be released to the public will be developed by the class using mutually agreed upon best elements from all of the RFP's.

Assignment #2 – Profile of a Charity, Foundation or Philanthropist (Individual Assignment)

Using a research template that will be provided, you will prepare a profile on a charity (local, regional, national or international), foundation (private, public or corporate) or a philanthropist. Profile subjects may also be assigned. Research sources for this profile should include, where possible, primary source information based on first-hand accounts via interviews and/or site visit. This Assignment is worth **15%** (*10% written and 5% presentation*) of your final mark and is expected to be 3-6 pages in length and will include a short 3-5 minute in-class Power Point Presentation and Q and A.

Assignment #3 – Philanthropy Topic (Individual Assignment)

This Assignment is worth **20%** (15% written 5% presentation) of your final grade.

Using material from lectures and individual research, you will prepare a short report (up to 12 pages, double-spaced with footnotes and references where applicable), on one of the following topics. You will also present a 3 minute summary of your report to the class.

Topic 1

Explore key elements or themes in philanthropy in North America, including reference to early and current philanthropists, their accomplishments and challenges.

Topic 2

Provide an exploration and summary of the practice of philanthropy within a select cultural or ethnic community in Canada.

Topic 3

Address one or more recent trend(s) in philanthropy observed in mainstream media and explore the question of Ethics – i.e., who is served within a strong philanthropic and charitable sector.

Assignment # 4 – Term Project Grant Process (Group Assignment)

In groups, you will assess the proposals submitted by local charities and using the criteria determined during the RFP process, as a class we will allocate the funds to the best project(s). This Assignment will be **35%** of your final mark.

Participation

This is worth **15%** of your course mark. Name cards and class pictures are used to help give credit for your participation. You must have a name card with your **full first and last name** clearly written and displayed in front of you for every class. A photograph of the class will be taken during class. This photograph will be used by the instructor to help identify you as we evaluate your participation.

The instructor will feel free to **cold-call** on anyone at any time. Hence, it is imperative that you prepare for each and every class and reading. In general, contributions are evaluated in an ascending order from physically but not mentally present, to good observations, to quite substantial comments, to case cracking contributions. Debate and challenge are important activities that help in the learning process and the willingness of individuals to engage in such activities with their classmates is appreciated. However, using **air-time** involves an obligation to actually contribute. None of us has time for recitation of case facts, bland summaries of prior discussion, and so on, that are devoid of implications. Before you speak, always answer the question **so-what?** Participation will **NOT** be graded by counting each contribution a student makes. Participation will be graded by examining the quality of contributions in each class.

ACADEMIC DISHONESTY

It is the student's responsibility to understand what constitutes academic dishonesty. Please refer to the University Senate Academic Integrity Policy at the following URL:

<http://www.mcmaster.ca/univsec/policy/AcademicIntegrity.pdf>

This policy describes the responsibilities, procedures, and guidelines for students and faculty should a case of academic dishonesty arise. Academic dishonesty is defined as to knowingly act or fail to act in a way which results or could result in unearned academic credit or advantage. Please refer to the policy for a list of examples. The policy also provides faculty with procedures to follow in cases of academic dishonesty as well as general guidelines for penalties. For further information related to the policy, please refer to the Office of Academic Integrity at:

<http://www.mcmaster.ca/academicintegrity>

In this course we will be using Turnitin.com which is a plagiarism detection service. Students will be expected to submit their work electronically to Turnitin.com so that it can be checked against the internet, published works and Turnitin's database for similar or identical work. If a student refuses to submit his or her work to Turnitin.com, he or she cannot be compelled to do so and should not be penalized. Instructors are advised to accept a hard copy of the assignment and grade it as per normal methods. The assignment can be subjected to a Google search or some other kind of search engine if the instructor wishes. To see guidelines for the use of Turnitin.com, please go to:

<http://www.mcmaster.ca/academicintegrity/turnitin/students/index.htm>

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<http://library.mcmaster.ca/about/copying.pdf>

STUDENTS WITH DISABILITIES

Students with disabilities are required to inform the Centre for Student Development (CSD) of accommodation needs for examinations on or before the last date for withdrawal from a course without failure (please refer to official university session dates). Students must forward a copy of such CSD accommodation to the instructor immediately upon receipt. If a student with a disability chooses NOT to take advantage of a CSD accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The CSD website is:

<http://csd.mcmaster.ca>

RESEARCH USING HUMAN SUBJECTS

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge and understanding. As a research intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

<http://www.mcmaster.ca/ors/ethics>

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

Missed Assignments/Classes

Documentation explaining such an absence must be provided to the APO within **five (5) working days** upon returning to school. The approved McMaster University Medical Form must be used to document absence for health-related reasons. If a class discussion or assignment is missed without a valid, documented excuse, students will receive a grade of **ZERO** for that component. University policy states that a student may submit a maximum of three (3) medical certificates per year after which the student must meet with the Director of the program. Please see the following URL for APO forms:

<http://www.degroote.mcmaster.ca/UG/register.html>

If you need scheduled health care (e.g., rehabilitation after an accident), do not schedule it opposite a class and then seek accommodation. For any other issues pertaining to missed discussions or assignments, please refer to the student calendar or contact the APO.

Strategic Philanthropy and Leadership – Good Decisions in Challenging Times Fall 2008 Course Schedule

WEEK	DATE	ACTIVITY
1	Sept. 9	<p>Introductions: Class Outline, Schedule, Participation, Reading Materials, Marks etc.</p> <p>Lecture: Philanthropic Sector in Canada – Overview – Charities, Foundations, Individual Philanthropists, Corporate Giving and Sponsorships, Issue areas, Financial impacts</p>
2	Sept. 16	<p>Lecture - The Charitable Sector in Canada: What is a charity? What is a foundation? What is an RFP?</p> <p>Group Selection for RFP</p> <p>Group Work on RFP Assignment #1</p>
3	Sept 23	<p>DUE: Assignment # 1</p> <p>In-Class Group Presentations Assignment #1</p> <p>Final RFP Development in Class</p>
4	Sept 30	<p>Guest Speaker, Lorna Somers, Vice-President, McMaster University Foundation and Director of Development, McMaster University</p> <p>Final RFP Development in Class if time required</p> <p>RFP Posted</p>
5	Oct. 7	<p>Guest Speaker and Lecture Social Entrepreneurs and Social Finance</p> <p>Guest Speaker, Sheree Meridith, Vice-President, Community Grants, Hamilton Community Foundation (Fundamentals of Grant making)</p>
6	Oct. 14	<p>DUE: Assignment #2</p> <p>In-Class Presentations Assignment #2</p>
7	Oct. 21	<p>Guest Speaker, Debra Campbell, (Fundamentals of Grant Making continued)</p> <p>Guest Speaker: Ann Curran, Corporate Relations, AIC</p> <p>Elements of Corporate Social Responsibility</p>

8	Oct. 28	<p>DUE: Assignment #3 In-Class Presentations Assignment #3 Guest Speaker: Jennifer Kotzeff, Private Foundations and Public Foundations <i>Note Deadline for Grant Applications from Charities (Oct 31)</i></p>
9	Nov. 4	<p>Guest Speaker: Roslyn Bern, Leacross Foundation Assignment #4 Group deliberations begin</p>
10	Nov. 11	<p>Guest Speaker: Tim Cestnick, Managing Partner, WaterStreet Family Wealth Counsel</p> <p>Charities and Foundations: What are the structures, tax implications, governance and accountability issues</p> <p>Assignment #4 Class deliberations continue</p>
11	Nov. Nov. 18	<p>Class deliberations and final decisions and notifying grantees</p> <p>Assignment #4 Class deliberations finalized</p>
12	Nov. 25	<p>Grant announcements and awards to grantees (in person if possible) Final class</p>