

University of Oregon
School of Planning, Public Policy and Management
PPPM 686: Nonprofit 48-Hour Charrette
1 credit, CRN 11737)
Fall 2022

September 21-23, 2022

September 21 at noon to September 23 at 11:30 am (closing presentation starts at 11:30 am on the 23rd)

Launch: Hendricks Hall Hearth, University of Oregon, Wednesday, September 21 at noon (probably outside if the weather holds)

Closing Presentations: September 23rd at 11:30 am at the Lokey Building, University of Oregon. MPA students will present first, followed by lunch (provided for you), followed by MNM students.

Instructor Information:

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Overview of the 48-Hour Charrette

The 48-Hour Charrette, offered to 2nd-year Master of Nonprofit Management students and others with instructor approval, requires students to complete a management memo on an assigned topic. All of the work will be completed within a 48-hour period starting on September 21, 2022. This short turnaround mimics the high stakes, deadline-intensive schedule that characterizes professional work in the nonprofit sector. Students will attend a program launch on the first day of the project and will receive their topic, plus their team rosters. 48 hours later, the student groups will turn in their completed projects' written portion and make PowerPoint presentations summarizing their findings. These presentations may be attended by other faculty members, nonprofit professionals and members of the public. Finally, the class will be concluded with a "Reflections and Debriefing" session during the Fall term (date to be confirmed after the presentation).

Learning Outcomes

By completing this course, students will be able to:

- Develop a group work plan to accomplish a challenging project within 48 hours, learning to accommodate group members with different schedules and skills.
- Utilizing skills from prior coursework, provide the client with a well-researched memo and recommendations, along with any other identified deliverables.
- Write a compelling and persuasive professional memo on a new topic in in the short timeframe, mimicking the deadline-intensive schedule of the nonprofit sector.
- Present findings and recommendations in a professional manner to the organization, using appropriate technologies.

Charrette Requirements

Your team is required to respond to the assigned topic with a double-spaced 5 – 8 -page management memorandum. This page limit does not include any tables, figures, technical appendices or bibliography (you may include these separately). The memorandum should review relevant information, summarize your findings, and present information in an instructive way for others to follow. Your team will also be asked to make an 8 – 10-minute presentation at the program conclusion (beginning September 23 at 11:30 am) that outlines your findings and instructions. Turn in both your presentation slides and memorandum document (Word doc) in electronic form to the professor at the conclusion of the Charrette. This is not a competition among teams, but rather, the multi-team format will allow multiple approaches to emerge, which is the spirit of charrette-style design events.

Team Logistics

Team assignments will be announced Wednesday, September 21 at noon. Ensure that all students on the team play some sort of role in both the preparation of the memorandum and speaking during the presentation. Some students will have more difficult schedules to work around during the 48-hours, and it is up to your ingenuity to determine how to best produce the final products.

At the conclusion of the event, you will be given a self-and teammate evaluation form to fill out and return to Prof. Thomas directly due Monday, October 3rd at 5pm. **Note that the evaluation is part of your grade.**

Each individual on the team brings with them different talents and skills, and these must be combined effectively and efficiently in order to produce the highest quality product possible. Each team member is expected to participate fully and equally in producing the required outputs, although each may do so in different ways. Thus, it is the team's responsibility to allocate tasks according to each individual's strengths and to use each individual's effort effectively.

- Begin your project by having a candid discussion regarding which team members are best suited to be team leaders, researchers, synthesizers of information, writers, editors, presentation outliners, preparers of PowerPoint and public speakers.
- Make a general plan for completing your tasks and assign specific tasks to individuals.
- Make an approximate schedule for completing different portions of your assignment over the course of the charrette time frame.
- Be flexible. If a plan does not appear to be working, regroup and try another approach.

As with nonprofit professionals, you are obviously not expected to go without food or sleep for 48 hours, but to use your waking hours effectively. Keep in mind any resource constraints that you face. For the 48-hour period, expect to be spending more than the usual 8-hour workday on the project, but please do not expect to spend an unhealthy amount of time on the work. This is also an opportunity to understand how to manage work-life balance while performing a high-stakes, time-sensitive work task – very common in the nonprofit sector!

During the 48 hours, most campus resources are available between 9 am and 5 pm. If you are given contact information for people with whom to confer about the topic, do not contact them before 8am or after 6 pm. Group members are expected to conduct themselves and interact with others and external contacts according to professional standards. This entails, among other things, treating one another with respect, respecting differences in backgrounds, opinion and style, recognizing that each individual approaches problem solving with different assumptions and biases, and interacting with one another in ways that are free of any form of harassment or discrimination.

We will conclude with a Reflections and Debriefing session during the Fall term. The date and agenda for the Reflections and Debriefing session will be finalized after the 48 hour presentations and will be scheduled after any teams that choose to exercise the rewrite option have submitted a revised project.

Assignment Guidelines

Detailed information about the required contents and format of the Memorandum will be provided at the charrette launch on Wednesday, September 21. The (Word doc) memorandum should be 5-8 pages double-spaced (not including tables, figures, and bibliography), 12-point font, with margins of one inch. Tables and figures may be embedded in the text to make them more accessible to readers. Assume a professional but layperson (general public) audience for both the memorandum and your PowerPoint presentation. Ensure that the memorandum and your PowerPoint slides are free from spelling errors and typos, and strive for clear, concise writing. Above all, your memo should be instructive. Make sure that others can follow your findings and implement your suggestions.

Your group's PowerPoint presentation should be **8-10 minutes in length. Do NOT go over 10 minutes.** We will have a few minutes for questions at the end of each presentation. List all team members and identifying material about the course (as listed at the top of the syllabus) on the first page. Number the pages. Use APA or other standard citation format to identify sources of ideas (e.g. "Smith et al (2007) noted that gambling-oriented development strategies have fallen out of favor.") and include all properly formatted reference in a bibliography at the end of the memorandum. See <http://researchguides.uoregon.edu/citing-plagiarism> for further guidance on citation

format. Try not to underestimate the time it requires to correctly cite your source material. There is no set minimum or maximum number of sources you should draw upon.

Note that plagiarism is a serious offense and will be treated accordingly. The words on the page and the conclusions presented should be of your own team's construction (see <http://researchguides.uoregon.edu/citing-plagiarism/plagiarism>). However, this constraint should not discourage you from drawing on the information and ideas presented by other authors; it is essential to do so while citing them appropriately. Practice your public presentation several times so that your delivery is smooth and clear. Look at the audience as you speak, not the screen. Speak with confidence. Be ready to answer questions (you might assign a team member or members to do so) from the audience.

Grading Standards

Grades will be assigned based on your score out of 100 points as follows:

Grade Distribution	
A+ (very rare)	100%
A	94-99.99%
A-	90-93.99%
B+	86-89.99%
B	84-85.99%
B-	80-83.99%
C+	76-79.99%
C	74-75.99%
C-	70-73.99%
D+	66-69.99%
D	64-65.99%
D-	60-63.99%
F	Under 60%

Rewrite Option

Following the initial grading of their charrette memorandum and presentation, any 48-hour team or subset of a team may choose to rewrite their project for an improved grade following the guidelines below:

- To receive a substantially improved grade on a 48-hour charrette rewrite, group members should plan to respond to all of the feedback provided on the original memorandum. Furthermore, the rewritten memo and (if relevant) PowerPoint slides should adhere to the highest standards for writing. Citations should be correct and complete, writing should be fluid, instructive and concise, and grammar (punctuation, spelling) should be flawless.
- If a group or member feels that there are good reasons not to respond to a particular feedback item provided with the original memo, they should include a separate 'response' document explaining these reasons.
- Group members who choose to participate in the rewrite (list the participants) will receive the new grade as their final grade for the 48-hour charrette. Group members who opt out of the rewrite will receive the original grade.
- The deadline for turning in a rewrite is 21 days after receipt of the original graded 48-hour charrette memo with feedback. Rewrite groups may meet with me twice over the course of the rewrite to discuss the feedback I've provided.
- As with the initial report, students complete an evaluation sheet for the rewrite report process.