NONPROFIT CAPACITY BUILDING THROUGH HYBRID EDUCATION

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Key takeaways

• Understanding how higher education affects and influences nonprofit capacity

• Knowledge of existing nonprofit management education (NME) design and contemporary influences

• A Design framework for education programming in graduate NME
Nonprofit Capacity

• What is capacity?

The Capacity Framework

• How do you measure it?

Organizational Capacity Assessment Tool
https://mckinseyonsociety.com/ocat/
Nonprofit Professional Competencies

Applied
accounting
board development
budgeting
business planning
communication
community outreach
conducting effective meetings
corporate structures
corporate ventures
crisis management
data-driven decision making
development
donor cultivation
economics
evaluation and measurement
finance
financial management
fundraising
governance
grant writing
human resource management
information management
internal control
international issues
legal and regulatory
lobbying
market issues
marketing and communication
networking
organizational management
performance management
planning
professional development
program development/implementation
public relations
public/private partnerships
research methods
revenue
risk management and analysis
social entrepreneurship
social media
strategic planning
sustainability
technology
TQM
verbal communication skills
volunteer management
written communication
youth and adult development

Behavioral
accountability
audience development
collaboration
community organizing
conflict management
Cultural competency
human resource development
team building and leading
values

Intellectual
change management

critical thinking
diversity
entrepreneurialism
environmental alignment
leadership
influencing others
interpersonal skills

Theoretical
advocacy
comparative perspectives
ethics
future of NPO’s
history and theory of NPO’s
philanthropy
public policy
role of NPO’s
scope and significance of the sector

(Fay, 2015)
Develop people, their skills & competencies, to Achieve

- **Stretch Projects**
- **Coaching**
- **Internal trainings**
  - Effective Team Training
- **Workshops**
  - CompassPoint, BoardSource
- **Conferences**
  - AFP International Fundraising Conference
- **Certificate Programs**
  - Certified Fund Raising Executive, Certificate of Nonprofit Board Education
- **Degree Programs**
  - MNA, MPA, MPP, MBA, MSW, M.Ed.
Stats
# Hybrid Education

<table>
<thead>
<tr>
<th>Proportion of Content Delivered Online</th>
<th>Type of Course</th>
<th>Typical Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>Traditional</td>
<td>Course with no online technology used — content is delivered in writing or orally.</td>
</tr>
<tr>
<td>1-29%</td>
<td>Web Facilitated</td>
<td>Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system (CMS) or web pages to post the syllabus and assignments.</td>
</tr>
<tr>
<td>30-79%</td>
<td>Blended/Hybrid</td>
<td>Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings.</td>
</tr>
<tr>
<td>80+%</td>
<td>Online</td>
<td>A course where most or all of the content is delivered online. Typically have no face-to-face meetings.</td>
</tr>
</tbody>
</table>

(Allen & Seaman, 2010)
80% of Postsecondary school teachers
53.4% of Secondary school teachers
51% of Elementary school teachers
48.7 of Museum technicians and conservators
35.8% of Fundraisers
31.8% of Public relations and fundraising managers
32.1% of Social and community service managers
28.5% of Directors, religious activities and education
22.6% of Community Health Workers & Specialist
28.6% of Chief Executives
21.9% of Federal Employees


What do the statistics to the right represent?

Note: Capacity building has a lot to do with teaching and advanced training, and nonprofits know this.
U.S. Education For Nonprofit Studies

- Masters in Nonprofit Management/Administration
- Masters in Public Policy
- Masters in Public Administration
- Masters in Business Administration
- Masters in Social Work

(Mendel, 2013)
Accreditation Bodies

• Nonprofit Academic Centers Council (NACC)

• Association to Advance Collegiate Schools of Business (AACSB)

• Network of Schools of Public Policy, Affairs, and Administration (NASPAA)

• Nonprofit Leadership Alliance (NLA)
Curriculum

1980-2007 Curriculum offering trends

- Outside function
  - Philanthropy and the third sector
  - Advocacy, public policy, and community organizing
  - Fund-raising
  - Marketing and public relations
- Boundary spanning
  - Legal issues
  - Strategic planning
- Inside function
  - Internal management skills
  - Financial management
  - Human resource management

(Wish & Mirabella, 1998-2007)

2007 Needs Assessment & Curriculum Mapping: Enhancing management skills of the nonprofit workforce

Training needs as identified by students and alumni of nonprofit management education at Arizona State University (n=116).

- Financial Management
- Strategic Planning
- Fund-Raising and Grant Writing
- Human Resources and Volunteer Management
- Board Governance
- Marketing and Communications
- Program Evaluation
- Social Entrepreneurship

(Wang & Ashcraft, 2012)

2016 Philanthropic Disruptions: Changing Nonprofit Education for an Engaged Society

Nonprofit management education (NME) needs to further integrate

1. Ethics
2. Service-learning
3. Experiential philanthropy

(Web & Witskowski, 2016)
### Growth in Higher Ed
Nonprofit Management Education (MNE)

<table>
<thead>
<tr>
<th>Table 1. Growth of Nonprofit Management Education (NME) by Program Type</th>
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</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Universities offering NME undergraduate courses</td>
</tr>
<tr>
<td>Universities offering NME graduate courses</td>
</tr>
<tr>
<td>Universities offering NME noncredit courses</td>
</tr>
<tr>
<td>Universities offering NME continuing education courses</td>
</tr>
<tr>
<td>Universities offering NME online courses</td>
</tr>
<tr>
<td>Number of institutions</td>
</tr>
<tr>
<td>Number of programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 5. Regional Location of Nonprofit Management Graduate Programs by Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Region</strong></td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Northeast⁴</td>
</tr>
<tr>
<td>Midwest⁵</td>
</tr>
<tr>
<td>South⁶</td>
</tr>
<tr>
<td>West⁷</td>
</tr>
<tr>
<td><strong>Total (n)</strong></td>
</tr>
</tbody>
</table>
Now What?
Design Framework

Making Choices based on community needs, resources and emerging needs.

- Key Partners
- Key Resources
- Value Proposition
- Customer Relationships
- Customer Segments
- Channels
- Revenue Streams
- Cost Structures
Value Proposition

Value Proposition Elements for Students:

- **Design:** Determine what a student needs to know and be able to do for a successful career launch in a chosen field

- **Develop:** Develop a sequence of learning experiences and related services for achieving these skills through a curriculum including learning units (e.g., courses, modules, objects) with the necessary learning and assessment resources

- **Deliver:** Provide learning services based on the design and curriculum

- **Assess and Credential:** Assess students’ skills and provide various types of credentialing (e.g., grades, portfolios, certificates, degrees) that have market value

- **Connect and Transition:** Connect students with employers (e.g., through internships) and help them find and transition to employment and advance in their careers

(Sheets & Crawford, 2012)
Nonprofit leaders have identified key areas on which nonprofit studies should focus:

- an understanding of how organizations establish a community value
- an ability to understand how change happens
- an ability to work collaboratively
- a recognition of different and appropriate organizational structures and business model
- hands-on experience

(Millesen, 2014)
Providing Equity in Access to Higher Ed

Policy Recommendations

• Eliminate barriers that block disruptive innovations and partner with the innovators to provide better educational opportunities.
• Remove barriers that judge institutions "based on their inputs such as seat time, credit hours, and student-faculty ratios.
• Not focus on degree attainment as the sole measure of success.
• Fund higher education with the aim of increasing quality and decreasing cost.
• Recognize the continued importance of research institutions.

Key takeaways

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Thank You