

**AN ANALYSIS OF THE LEADERSHIP COMPETENCIES OF  
SPECIALIZED NONPROFIT MANAGEMENT DEGREE PROGRAMS**

by

Karen Marie Fay

A Dissertation Submitted to the Faculty of  
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Doctor of Philosophy

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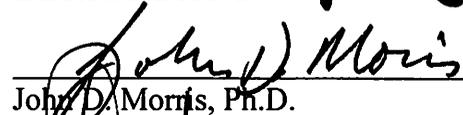
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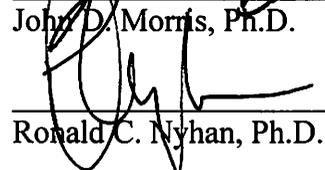
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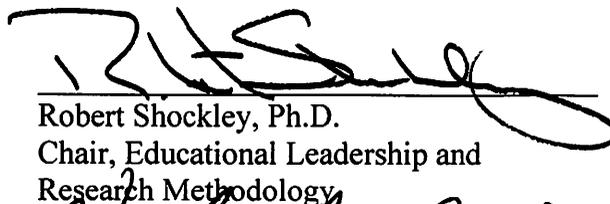
This dissertation was prepared under the direction of the candidate's advisor, Dr. Valerie Bryan, Department of Educational Leadership and Research Methodology, and has been approved by the members of her supervisory committee. It was submitted to the faculty of the College of Education and was accepted in partial fulfillment of the requirements of the degree of Doctor of Philosophy.

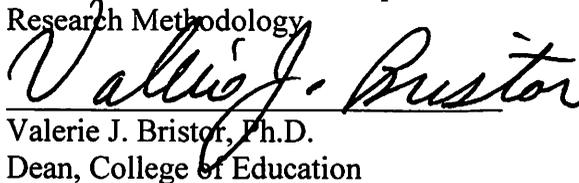
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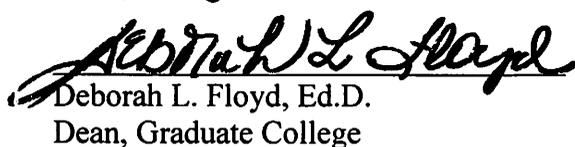
  
\_\_\_\_\_  
Valerie C. Bryan, Ed.D.  
Dissertation Advisor

  
\_\_\_\_\_  
John D. Morris, Ph.D.

  
\_\_\_\_\_  
Ronald C. Nyhan, Ph.D.

  
\_\_\_\_\_  
Robert Shockley, Ph.D.  
Chair, Educational Leadership and  
Research Methodology

  
\_\_\_\_\_  
Valerie J. Bristol, Ph.D.  
Dean, College of Education

  
\_\_\_\_\_  
Deborah L. Floyd, Ed.D.  
Dean, Graduate College

7/6/2015  
Date

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## **ABSTRACT**

Author: Karen Marie Fay

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The field of nonprofit management education is nascent and little of the research has extended into the area of leadership as a requisite competency for nonprofit leaders. Likewise, the research on leadership has not been widely extended to the nonprofit sector. Prior research suggests a broad range of competencies are necessary to lead in the dynamic, complex environment of nonprofits, the exercise of which differs from that in the for-profit sector.

This study identified, examined and synthesized nonprofit management education (NME) leadership competencies identified in the two main sources of those competencies; peer-reviewed literature and the sector's membership organizations: the Nonprofit Academic Center Council (NACC), the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) and the Nonprofit Leadership Association (NLA). The single list of NME leadership competencies was compared with those

named in a sample of syllabi of 35 independent, specialized nonprofit management graduate degree programs. The study presented a comprehensive list of leadership competencies that could prove helpful to those developing graduate nonprofit management education programs in the future.

In all, 66 unduplicated NME competencies were found in the documents published by the sector's three membership organizations (NLA, NASPAA, NACC) and in the peer-reviewed literature that was examined. An additional nine competencies were contributed by the 58 syllabi collected. The nine competencies contributed by the syllabi were added to the list of 66 competencies from the literature and membership organizations, to create a single list of 75 competencies.

The following findings were determined by the study:

- 1) There is significant overlap in leadership competencies between the literature and the sector's membership organizations.
- 2) Few competencies found in the literature and membership organization documents were not also found in the syllabi.
- 3) Only eight competencies in the syllabi were not already identified by the membership organizations and in the literature.
- 4) Leadership as a discrete competency does not figure prominently among the NME competencies. It was found in only three of the nine peer-reviewed articles, two of the three membership organizations and 10 of the 58 syllabi.

## **DEDICATION**

“Whan the sunne shynth make hay. Whiche is to say. Take time whan time cometh, lest time steale away.”

And, I promise to always try to take care of the little things. Love you forever.

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NONPROFIT MANAGEMENT DEGREE PROGRAMS**

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## **CHAPTER ONE**

### **Introduction**

Leaders of nonprofit organizations often operate in environments of resource dependence, uncertainty and complexity (Salamon, 1999). Fundamental business aspects particular to nonprofits, such as their orientation to their mission and values (Collins & Porras, 1997; Rubin, Adamski, & Block, 2005), their mix of services, resource dependence (Ebrahim, 2005), governance by volunteers, (Heimovics & Herman, 1989) and lack of a fiscal bottom line (Bies & Blackwood, 2007) create a dynamic, complex and postmodern environment in which to lead. Because nonprofit executives typically lead in such dynamic, resource driven environments, often with few resources and under great scrutiny by funders and others (Ebrahim, 2005), they rely on a different set of skills than leaders of other types of organizations. To meet these challenges, nonprofit leaders must be extremely strategic as they leverage their organization's human, political and social capital, capacity, and financial resources. Because thousands of nonprofit organizations do important work with few resources, they must be as efficient as possible. Therefore, it is important to understand the leadership competencies associated with leading in these dynamic environments and also to understand the extent to which leadership competencies identified in the literature and by the sector's membership organizations, are included in the increasing number of graduate nonprofit management education programs (NME).

## **Purpose of the Study**

The purpose of this study was to identify, examine and synthesize nonprofit management education (NME) leadership competencies identified in the literature and those identified by the Nonprofit Academic Center Council (NACC), the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) and the Nonprofit Leadership Association (NLA [formerly American Humanics]). Once catalogued and analyzed, these leadership competencies were compared with those named in syllabi of 35 independent, specialized nonprofit management graduate degree programs. The analysis was used to identify and discuss the different leadership competencies recommended in the literature and by professional organizations compared with leadership competencies actually taught in the sampled syllabi. The study presented a comprehensive list of leadership competencies that reflect the priorities of researchers, academicians, and the sector's accrediting organizations that could prove helpful to those developing graduate nonprofit management education programs in the future.

## **Research Questions**

The following research questions guided the research herein:

- 1) Research question: To what degree do the leadership competencies identified in the sector's membership organizations and peer-reviewed literature match the competencies identified in the syllabi of the sample of 35 independent nonprofit management programs?
  - Sub-Question 1: Which leadership competencies are identified in the literature or by the membership organizations but have not yet been

incorporated into the curriculum of the sample of the population of the 35 programs?

- Sub-Question 2: Which leadership competencies are included in the syllabi of the population of independent, graduate NME programs but not identified in the literature or by the membership organizations?

To address these questions, three sources of nonprofit management education competencies were considered. They include, the suggested nonprofit management education competencies of the sector's three membership organizations, the NLA, NACC, and NASPAA, those identified in nine peer-reviewed articles on the subject of nonprofit management competencies, and the syllabi from a sample of courses from programs among the population of 35 specialized, independent, graduate nonprofit management programs.

### **Rationale for the Study**

The shrinking supply of nonprofit leaders caused by an aging workforce, retirement, and burnout (Salamon, Sokolowski, & Geller, 2012; Young, 1999), coupled with the increasing demand driven by growing numbers of nonprofit organizations, the growth of the organizations themselves (Tierney, 2006), and increasing public reliance on nonprofits (Salamon, 1999), signals the need for well-prepared, well-educated leaders in the coming years. In recent years, the internal management challenges and external environments in which nonprofits operate have become increasingly complex (Young, 1999; Ebrahim, 2005). These market conditions have raised the expectations for those working in and about to enter the field of nonprofit management, particularly senior management (Bies & Blackwood, 2007). In response, academicians, researchers, the

sector's membership organizations and colleges and universities across the country have created various academic frameworks within which to provide the most appropriate nonprofit management education.

Growth in NME and demands to professionalize the NME field have generated a significant body of research which suggests an array of important leadership competencies in nonprofit management education (NME) programs (Altman, Carpenter, Dietrick, Strom, & VanHorn, 2012; Ashcraft, 2001; Dolan, 2003; O'Neill & Fletcher, 1998; Young, 1999). In order to train nonprofit professionals who, according to Fletcher (2005), require a distinct set of leadership competencies, the number of colleges and universities offering graduate courses and degrees in nonprofit management has grown significantly since the first program began in 1981 (O'Neill, 1998). Today, 252 colleges and universities offer 209 graduate programs in nonprofit management (Mirabella, n.d.).

Many of these programs exist as concentrations within degrees conferred by schools of public administration, business or social work and others. However, some programs are specialized, independent, graduate nonprofit management degree programs. In July of 2014, thirty-five such programs were listed at Roseanne Mirabella's NME website (Mirabella, n.d.). These specialized nonprofit degree programs were the subject of this study.

### **Significance of the Study**

This study is significant in that it can add to the existing body of knowledge related to the curricular content of nonprofit management education programs. It may help to determine whether there is consistency among the curricula of specialized, independent graduate nonprofit management education programs with regard to requisite

competencies for nonprofit leaders, and how closely those curricula reflect the degree to which the same competencies are in the literature and the sector's accrediting bodies.

The study offers a comprehensive set of nonprofit leadership competencies compiled from recommendations from the sector's membership organizations, the literature and those included in sample of existing graduate program curricula.

### **Definitions**

*AH* – American Humanics (now the Nonprofit Leadership Alliance, NLA) One of the sector's professional associations.

*Competencies* – Sets of knowledge, skills and abilities required for a position

*Concentration* – a program which offers three or more courses in a specific area, such as nonprofit management

*Concept* – a major theme or over-arching idea, which encompasses subordinate ideas, goals and objectives.

*Curriculum* – A set of related courses and their content and the extent to which the competencies match standards set out in the literature and by the sector's membership organizations.

*Specialized, independent graduate nonprofit management education programs* –

programs that award a Master of Nonprofit Management, Master of Nonprofit Organizations, Master of Philanthropic Studies or other master level degree devoted exclusively to nonprofit management.

*NACC* – Nonprofit Academic Centers Council, one of the sector's professional associations

*NASPAA*- Network of Schools of Public Policy, Affairs, and Administration, one of the sector's professional associations

*NLA* – Nonprofit Leadership Alliance (formerly *American Humanics*), one of the sector's professional associations

*NME* – nonprofit management education

*NME* programs – Programs that award degrees in disciplines such as public administration, business, social work, or public policy and offer a concentration of 3 or more courses in nonprofit management education.

### **Delimitations**

This study focused on the analysis of curricula of a sample of 35 independent, specialized, graduate nonprofit management education programs. Independent specialized programs are those that are not concentrations within other programs, such as public administration or business. Rather, they are programs on their own, and offer degrees such as Master of Nonprofit Management or similar. This study does not include graduate programs that award degrees with only a concentration (three or more courses) in nonprofit management. Only syllabi from independent, specialized nonprofit management degree programs; those that award degrees such as Master of Nonprofit Management or Master of Nonprofit Organization, rather than those that award a degree such as an Master of Business Administration or Master of Social Work with a concentration in nonprofit management, were included in this study.

### **Limitations**

This study is limited in that although the 35 independent, specialized nonprofit management education programs represent all independent programs listed by Mirabella

(n.d.) at the time of this study, those programs may not be representative of all nonprofit management programs. Instead, the study is intended to serve as an analysis of the competencies set out in the syllabi of those 35 independent graduate nonprofit education programs and their relationship to those from the literature and the sector's membership organizations.

Another limitation of the study was the bias of the researcher, who has significant experience in nonprofit sector work, is a graduate of an independent, specialized nonprofit management program and teaches undergraduate and graduate courses as an adjunct in an independent, specialized nonprofit management program.

Weaknesses in the data include those inherent with the interpretation of syllabi from the various programs. The majority of these data were derived from course syllabi and the objective interpretation of those data from course syllabi is a potential weakness as it may be subject to investigator bias.

### **Researcher's Role**

The researcher is a nonprofit professional with 25 years of experience working in and with nonprofit organizations at the local, state and national levels. The researcher holds a Master of Nonprofit Management degree (2012) and an Educational Specialist (Ed. S.) degree in Educational Leadership and Research Methodology/Adult and Community Education (2013) from Florida Atlantic University. For seven years the researcher served as the executive director of a medical research foundation and has expertise in youth and workforce development and resource development. The researcher teaches nonprofit management courses for undergraduate and graduate

students as an adjunct instructor in the Nonprofit Management and Adult and Community Education programs at Florida Atlantic University.

### **Summary**

Chapter one referenced the dynamic environment in which nonprofit leaders lead, and discussed the competencies they need to be effective. Chapter two examines the historical and contemporary perspectives of nonprofit management education, particularly that in the independent, specialized, graduate nonprofit management education programs. It considers the overall growth in the sector, the increased demand for nonprofit leaders, and discusses the role of leadership discussion of nonprofit leadership competencies and discusses the evolution of competencies in regard to nonprofit management curricula. Chapter three outlines the methodology for the study, including the protocol for competency analysis. Chapter four discusses the findings of the study and, finally, Chapter five presents a summation and discussion of the findings drawn from the research and the data.

## **CHAPTER TWO**

### **Review of Literature**

#### **Growth in the Nonprofit Sector**

The past two decades have nurtured tremendous growth in the nation's nonprofit sector. Since 2000, the number of registered nonprofits in the United States has grown from 1.26 million to 1.6 million, or more than 21% (Blackwood, Roeger, & Pettijohn, 2012). The growth in the number and finances of nonprofits varies by subsector and the focus herein is on three key subsectors: human service assistance, education and healthcare. Of these, the human service subsector has seen the most growth; increasing in number by nearly 125,000 between 2000 and 2010 (Salamon et al., 2012). During that same period, education and health subsectors grew significantly as well, albeit at approximately half the pace of human services; increasing by 67,000 and 44,000 respectively (Pettijohn & Boris, 2013).

However, in terms of revenue and assets, both education and health organizations far outpace human services. Tuition payments and fees for services from private sources, mostly schools and hospitals, accounted for 50% of the sector's 2010 revenues. Payments from government sources, mostly Medicare and Medicaid payments and government contracts were the second largest contributor to nonprofit revenue in 2010 (Pettijohn & Boris, 2013). From 2000 to 2010, revenues were up overall in the sector by

nearly 43% and expenses increased during the same period by 53%. In the aggregate, public charities reported assets of \$2.71 trillion in 2010, up from \$1.5 trillion in 2000 (Blackwood et al., 2012)

Despite the magnitude of the sector's financial scope, most nonprofits are small; 75% have annual revenues of less than \$500,000 and 45% are smaller still, with revenues of less than \$100,000 (Blackwood et al., 2012). In recent years, nonprofit organizations, particularly those involved with health care and health care informatics, have been the beneficiaries of increased public spending spurred by the American Recovery and Reinvestment Act and the Affordable Care Act (Morrissey, 2011). The government, in the form of contracts and grants combined, contributed 32% of the sector's revenue in 2010 (Pettijohn & Boris, 2013)

The nonprofit sector's workforce is equally formidable. U.S. nonprofit organizations employed nearly 11 million paid workers in 2010, accounting for nearly 11% of total US private employment (Independent Sector, 2007). The overall size of the nonprofit sector workforce is third behind retail trade (14.5%) and construction (11.5%); comprising nearly 18 times more workers than the nation's utility industry and 10 times more workers than the nation's agriculture industry (Bureau of Labor Statistics, 2014). Nonprofit employment is consistently high even in states as diverse as Connecticut and Montana. In more than half the states, nonprofit employment outpaces that of manufacturing. The nonprofit sector has experienced consistent growth despite the turbulence that dominated the economic landscape from 2000 to 2010. While the number of for-profit jobs was reduced by nearly 1% during that period, employment in the nonprofit sector rose by 2.1% (Salamon et al., 2012).

Employment growth within nonprofit subsectors mirrors the trends in the sector's overall expansion and is clustered in the same key service fields; health care, education and social assistance (Salamon et al., 2012). Over half of all nonprofit jobs in the United States are in the health care field, with hospitals accounting for most of these jobs; employing 37% of the nation's nonprofit workforce (Independent Sector, 2007). Social service jobs will continue to increase. The Bureau of Labor Statistics projects that by 2022, Social and Community Service Manager Positions will increase by 21% compared to an average of 11% for all occupations (The Bureau of Labor Statistics, 2014). In 2012, employment in nonprofit schools and social assistance agencies accounted for 28% of the sector's workforce. In these areas, nonprofits represent a large share of private employment; 64% of private employment in education, 54% of private employment in social assistance and 43% of private employment in health services (Salamon et al., 2012).

Hammack (2001) suggests that three factors contributed to the rapid growth of the nonprofit sector after WWII: 1) the increasing affluence of the American people demanding and buying more services; 2) the Great Society programs launched by Presidents John Kennedy and Lyndon Johnson; and 3) the civil rights movement that persuaded federal courts to require nonprofit organizations to provide services more equitably and to more people.

### **Increasing Need for Nonprofit Leaders**

For the past fifteen years, CompassPoint Nonprofit Services and The Meyer Foundation have reported findings from surveys of nonprofit executive directors in the *Daring to Lead* series. Published in 2001, 2006 and 2011, the surveys reveal a consistent

pattern of a shrinking executive workforce, pointing to a pending crisis in nonprofit leadership across the country. The most recent *Daring to Lead 2011* report indicates that 34% of nonprofit executives are planning to leave their jobs in the next 1-2 years (Cornelius, Moyes, & Bell, 2011). The prior report, *Daring to Lead 2006*, indicated that a mere 25% of nonprofit executives expected to stay in their jobs for more than five years and 9% were in the process of leaving their jobs at the time of the survey (Bell, Moyes & Wolfred, 2006). In 2011, 7% have given notice and 57% anticipate leaving their job in the next 5 years, with 10% of those indicating that they are actively considering giving their notice (Cornelius et al., 2011).

Tierney (2006) reported that over the next decade, nonprofits will need to attract and develop between 330,000 and 640,000 new senior managers; and by 2016 almost 80,000 new senior nonprofit managers will be needed each year. This number is 2.4 times higher than the number of senior executives employed in 2006 (Bell et al., 2006). Over the past decade, a number of intensive efforts in cities across the country, including Pittsburg and New York City, have been launched to address the impending loss of significant numbers of senior nonprofit leadership (The Forbes Funds, 2004).

In order to train these nonprofit professionals who require a distinct set of leadership competencies (Fletcher, 2005), the number of colleges and universities offering graduate courses and degrees in nonprofit management has grown significantly since the first program began in 1981 (O'Neill, 2007). Between 1996 and 2006 the number of graduate programs in NME increased by 26% (Mirabella, 2007). Today, nearly a decade later, 253 colleges and universities offer graduate courses in nonprofit management (Mirabella, n.d.).

## **Growth in Graduate Nonprofit Management Education (NME) Programs**

The specialized field of nonprofit management education is nascent and has its roots in the tradition of management education. The earliest documented management education program in the United States is the Wharton School of Finance at the University of Pennsylvania, established in 1881 by iron-miner Joseph Wharton. Programs at Columbia University, the University of Chicago and the University of California, Berkeley soon followed (O'Neill, 2005). These early programs, and those that followed, lay the foundation for the pioneer programs in nonprofit management established decades later.

The earliest versions of nonprofit management education were begun in 1905 at Springfield College in Massachusetts and called the bachelor and master of Humanics. Although these programs were industry specific in that they trained managers for leadership roles at the YMCA for recreation leaders and were not generally focused on nonprofit education, they are the earliest degrees that provided an interdisciplinary approach to human service education (Lee, 2010). In 1977, Columbia University established the first nonprofit management certificate program (O'Neill & Fletcher, 1998).

Nonprofit management as a field of study began in earnest in the 1980's when the first nonprofit management programs emerged in universities (O'Neill, 2005). In 1981 The University of Missouri became the first University to offer a concentration in nonprofit management within its Public Administration Department (Smith, 2000; O'Neill & Fletcher, 1998). In the 35 years since these early programs began, the number of graduate NME programs offered by colleges and universities across the country has

grown rapidly; doubling every three or four years (O'Neill & Fletcher, 1998). These NME programs take many forms, including undergraduate courses, intensive courses, credit and noncredit courses, traditional graduate courses, certificate programs, workshops, and full and half day seminars (Dolan, 2003). Graduate concentrations (three or more courses) in nonprofit management are offered in business schools, schools of social work, education, public administration, public policy, and multi-disciplinary programs across the country (Mirabella, n.d.). Despite its many configurations, Young (1999) tells us that no dominant model of NME has yet emerged.

### **Scope of Growth**

Perhaps the most comprehensive view of the speed and scope of the growth NME is provided by Naomi Wish and Roseanne Mirabella, Professors in the Department of Political Science and Public Affairs at Seton Hall University. In 1990, Wish collected initial data on universities and colleges that offered courses in nonprofit management and found only 17 universities that offered a graduate concentration (three or more courses) at that time (Wish, 1993). Shortly thereafter, in 1992, she found such programs in thirty-two universities (Wish & Mirabella, 1998). In 1995, with the support of the W.K. Kellogg Foundation, Wish and Mirabella began a two phase study of the prevalence of nonprofit management education programs. The first phase, involved a survey to determine the universe of graduate programs that focus on the management of nonprofit organizations; to determine where in the university those programs reside, what courses are offered within those programs, and what degrees are granted.

In 1998 the authors reported the results of this first assessment: Seventy-six universities and colleges offered graduate degree programs with a concentration (three or

more courses) in nonprofit management (Wish & Mirabella, 1998). By June of 2000, that number had grown to 91, a five-fold increase since 1991 (Wish, 1993; Mirabella & Wish, 2001). This survey was updated in 2006 by Mirabella at which time a 26% increase in the number of graduate programs from 1995 was registered (Mirabella, 2007). This rapid growth in the number of programs from the 17 programs identified by Wish in 1990 to the 126 graduate programs with three or more courses in nonprofit management found in 2006, to the 253 programs that exist today (Mirabella, n.d.) echoes the growth of the nonprofit sector itself over the same period. Table 1 shows the 26% increase in NME graduate programs from 1996-2006.

Table 1

*Graduate Nonprofit Management Education Programs by Year*

	1996	2006
Universities offering NME graduate courses	128	161
Universities offering three or more graduate courses in NME	82	126
Universities offering a graduate concentration in NME	-- <sup>a</sup>	105

a. Data not available

*Note.* Adapted from: Mirabella, R. (2007). University-based educational programs in nonprofit management and philanthropic studies: A 10-year review and projections of future trends. *Nonprofit and Voluntary Sector Quarterly*, 36(4), 11S-27S.

Many of these programs existed as concentrations (e.g., three or more courses) within degrees conferred by schools of public administration, business or social work. The extent to which the place within the university the nonprofit management education program occupies (e.g., business, public administration, social work, education) influences the composition of the program curricula, and whether that influence is appropriate, is the subject of a good deal of research and debate (Cyert, 1988; Hall, 1995; Mirabella & Wish, 2000; O'Neill & Young, 1988; Salamon, 1999).

### **Place Debate**

If, as Cyert (1988) suggests, business schools are not the most appropriate place for NME, where is the “best place”? Stogdill (1974) comments that there are as many definitions of leadership as there are those that seek to define it. Similarly, there appear to be as many opinions as to where NME should take place as there are those who wish to place it.

Mirabella and Young (2012) found that “the institutional location of a social entrepreneurship program strongly influences its content.” (p. 55). They found that programs in business schools focus more heavily on the teaching of market skills, while programs in public administration are more balanced in their approach to the array of skills needed by nonprofit leaders. In their survey of programs offering MBA degrees with nonprofit concentration; MPA degrees with nonprofit concentration; MSW degrees; and MNO degrees, Mirabella and Wish (1998) found that most programs offer a preponderance of “inside function” courses (those that focus on the internal functioning of the organization). While the MNO degree did offer the most “outside function”

courses, such as philanthropy and public relation, only MSW degree programs focused on advocacy and policy.

Young (1999) reserves the field of nonprofit leadership for schools of social work because of their long and strong ties to nonprofits, but also points out the fundamental weakness in so doing: management is not a primary function of social work. He also points out that the for-profit culture in schools of business dominates the classroom, leaving nonprofit students on their own to link business theory to nonprofit practice. According to Young (1999), “Business students are interested in business” p. 16.

Some, like Salamon (1999), believe that students of nonprofit leadership are best served by being educated in public administration programs, alongside the public sector managers with whom they will work closely in an environment of increasing public/private partnerships. While Cyert (1988) concludes, “There are many reasons why a nonprofit program becomes lost in a business school” (p. 49).

Fletcher (2005) suggested that specialized, independent NME graduate programs offer the strongest expression of nonprofit management as a separate field of study, and Young (1999) concludes that “free-standing programs have been the strongest ones and have provided much of the leadership in curriculum development, theory and research” (p.14).

### **Independent, Specialized Nonprofit Management Graduate Degrees**

Existing NME graduate programs confer a range of degrees; some offer a master’s degree in public administration, some in business administration, and others offer a master’s degree in social work; all with a concentration of at least 3 or more courses in nonprofit management. Thirty-five of the graduate nonprofit management

education programs listed at Mirabella's (n.d.) website are specialized master's degrees in nonprofit management; awarding degrees such as Master of Nonprofit Management, MNM; Master of Nonprofit Organizations, (MNO); Master of Nonprofit Administration (MNA) or similar, rather than concentrations within another course of study. These independent, specialized, graduate nonprofit degree programs are the subject of this study.

The number of independent, specialized graduate NME programs has more than tripled over the past ten years, signaling increasing specialization in the field, acceptance of the field as a profession, and legitimization of the distinct skills, knowledge, philosophy and ethical demands of effective nonprofit leadership (Fletcher, 2005; Mirabella, 2007; Young, 1999). Fletcher (2005) describes these specialized programs as important because they are, "the strongest expression of the desire to establish nonprofit management as a separate field." (p. 433). Young (1998, 1999) and Wish and Mirabella (1998) agree that such independent graduate nonprofit management programs, despite the difficulty in maintaining them within the milieu of the University, offer the most comprehensive preparation for nonprofit leaders. Young (1999) reports that these independent, specialized NME programs are the strongest option for NME and have been the catalyst for much of the theory and research the field has experienced to date. Table 2 lists the 35 independent, specialized, graduate NME programs.

Table 2

*List of the 35 Existing, Independent, Specialized Graduate NME programs*

<i>Name</i>	<i>Degree</i>	<i>School (Place)</i>
American Jewish University, LA	MA Nonprofit Management	School of Management
Arizona State University*†	Master of Nonprofit Studies	College of Public Programs
Bay Path, MA*	MS Nonprofit Management and Philanthropy.	Graduate College
Belmont University, TN	M. Ed. Nonprofit Leadership	School of Education
Case Western Reserve*	Master of Nonprofit Organizations	School of Applied Social Sciences
Cleveland State University*	Master of Nonprofit Administration and Leadership	School of Public Affairs and Administration
College of Notre Dame Maryland	MA Nonprofit Management	College of Business, Dept. of Business and Economics

		(continued from page 19)
DePaul University*	Master of Nonprofit Management	School of Public Service – Arts and Science
Eastern University, PA	MS in Nonprofit Management	Campolo College of Graduate and Professional Studies
Florida Atlantic University†	Master of Nonprofit Management	School of Public Administration
Fordham University	Master of Nonprofit Leadership	School of Social Services
Hamline University, MN	Master of Nonprofit Management	Public Administration and Management
High Point University, NC	MA Nonprofit Management	Human Relations, Sociology and Nonprofit Management
Indiana University- Purdue U Indianapolis Lilly*†	MA in Philanthropic Studies	School of Philanthropy and Public and Environmental Affairs
John Carroll University, OH	MA In Nonprofit Administration	Arts and Sciences

		(continued from page 20)
Juniata College, PA	MA Nonprofit Leadership	On-line
Lindenwood University, MO*	MA Human Services Agency Management	College of Business Human Service Division
Marlboro College Graduate School, VT	MS Management of Mission-Driven Organizations.	College of Business
Milano the New School for Management and Urban Policy†	MS Nonprofit Management	Int'l Affairs, Mgmt and Urban Policy
North Park University, Chicago*	Master of Nonprofit Management	School of Business and NP Mgmt
Regis University, Denver*	Master of Nonprofit Management	School for Professional Studies
Salem International University WV	Master of Nonprofit Organizations	Dept. of Management
Seattle University†	Master of Nonprofit Leadership	College of Arts and Sciences

		(continued from page 21)
Spertus Institute of Jewish Studies, IL	MS Nonprofit Management	Department of Nonprofit Management
University of Central Florida†	Master of Nonprofit Management	Department of Public Administration On line
University of Georgia†	Master of Nonprofit Organizations	School of Social Work
University of Northern Iowa	Master of Philanthropy and Nonprofit Development	College of Education
University of Notre Dame Indiana *	Master of Nonprofit Administration	Business
University of Oregon *†	Master of Nonprofit Management	Architecture and Allied Arts
University of Pennsylvania	MS in Nonprofit Leadership	Social Policy and Practice
University of San Francisco*†	Master of Nonprofit Administration	School of Business

		(continued from page 22)
University of Southern California*	Master of Nonprofit Management and Leadership	Public Affairs and Administration
University of Wisconsin at Milwaukee*	MS Nonprofit Management and Leadership	Multi-disciplinary
Washington University St. Louis, MO	MA in Nonprofit Organizations	Arts and Sciences
Worcester State College	MS in Nonprofit Management	Urban Studies

Note. †Member, NASPAA \*Member NACC (Mirabella, n.d.)

There are those that view nonprofit management education as a member of a management troika, which involves it, business and public administration, in a multi-disciplinary milieu, the setting for which is largely dependent upon the nature of the institution (Hall, O’Neill, Young & Vinokur-Kaplan, 2001; Jervis & Sherer, 2005). Similarly, Keane and Merget (1988) favor an interdisciplinary approach to NME, as do Young (1998) and Cyert (1988). Young states, “For now and perhaps the foreseeable future, nonprofit management education will develop in an opportunistic manner within our universities” (Hall et al., 2001, p. 86).

Cyert (1988) summarizes, “All this leads to a banal but inevitable conclusion: the solution, such as it is, lies in the preservation and cultivation of flexibility and diversity”

(p. 69). Young (1999) concludes, however that although many schools of business have broadened their programs of study to accommodate the needs of “public and nonprofit management” education, none has been “entirely successful” (p. 16). Ambiguity appears to be embedded in the very identity of NME and it may well continue to be a factor in the resolution of the ‘best place’ question.

### **Trends Driving NME Growth**

As Bies and Blackwood (2007) point out:

The greater numbers of and larger nonprofit organizations, increased financial holdings, more varied and complex sources of revenue including larger shares of earned revenue and contracts with government, and increased scope and roles for nonprofits all contribute to greater recognition of the importance and complexity of managing nonprofit organizations (p. 522).

Table 3 depicts some of the influences Bies & Blackwood (2007) claim are responsible for the increased demand for professionalized nonprofit management education.

Table 3

*Forces Influencing the Demand for Enhanced Performance and Professional Nonprofit Management Education (Bies & Blackwood, 2007)*

- Insufficient government oversight
- No direct voter or shareholder regulation as in the public and private sectors
- Increasing number of nonprofits
- Increasing assets held by nonprofits
- Increasing size and influence of individual nonprofits

(continued from page 24)

- Increasing reliance on nonprofits for the delivery of necessary aspects of civil society and social programs
- Increasing public and media scrutiny of nonprofits resulting from numerous nonprofit scandals
- Delegated authority by government to contracted nonprofits
- Belief that increased accountability fosters public trust in the nonprofit sector
- Belief that increased accountability will result in enhanced nonprofit efficiency and effectiveness
- Association of good governance and evaluation with performance
- Association of ethical management with performance

In O'Neill's (2005) view, among the major contributors to the growth of graduate NME are:

- the efforts of academic entrepreneurs who initiated NME courses, programs, certificates and degree programs;
- NASPAA's interest in NME that resulted in panels and workgroups to study the subject;
- Independent Sector's support of NME at several universities
- the investment in the field by large foundations including Kellogg, Lilly, Packard, Hewlett and Hearst (O'Neill, 2005)
- Individual donors such as Mort Mandel and Rita and Gus Hauser who made major gifts to NME programs

- American Humanities' development of undergraduate NME programs
- Short-term technical assistance programs that introduced nonprofit workers to the value of training
- the creation of the Nonprofit Academic Centers Council to support university based centers for NME
- the explosion of research on nonprofit topics led by the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) and others
- an explosion of published information about nonprofits in a variety of media (p. 13)

Other trends driving the growth in nonprofit management education programs across the country include the increasing dependence of local, state and federal governments on nonprofits to deliver services (Milward, 1994, Milward & Provan, 2000; Mirabella, 2001; Salamon, 1999; Young, 1999); the projected need for senior staff (Salamon et al. 2012; Tierney, 2006); the increase in government/nonprofit partnerships (Bies & Blackwood, 2007; Salamon, 1999); and the growing consensus in the field that the competencies needed by nonprofit leaders are sufficiently different from those of other disciplines as to demand special attention and clear focus in education and research (Altman et al., 2012; Ashcraft, 2001; O'Neill & Fletcher, 1998; Young, 1999). These developments, coupled with the research that developed out of the Benchmark conferences in 1986 and 1996, caused the notion of nonprofit management education, separate from the discipline of management, to take root.

## **BenchMark Conferences**

Much of the literature on the topic of nonprofit management education programs, what they should teach, which competencies they should include, whether they should be theoretical or practical in their foundation, and where they should be housed within the academic institution, emerge from the proceedings of three BenchMark conferences. BenchMark 1 was held in November of 1986 with support from the Alfred P. Sloan Foundation. The second conference, BenchMark 2 was held a decade later in March of 1996. BenchMarks 1 and 2 were hosted by the Institute for Nonprofit Organization Management of the University of San Francisco. BenchMark 3 was held in Tempe, AZ, on March 16-19, 2006, and hosted by a consortium of partner organizations with support from the W.K. Kellogg Foundation.

The papers presented at the first two conferences have been compiled in two books, “Educating Managers of Nonprofit Organizations” (O’Neill & Young, 1988) and “Nonprofit Management Education, U.S. and World Perspectives” (O’Neill & Fletcher, 1998). Ten of the 70 papers presented at the third conference were included in a special issue of the *Nonprofit and Voluntary Sector Quarterly* in December of 2007. Together, the papers that emerged from these three conferences offer a concise view of the evolution of thought around nonprofit management education in the latter half of the 20<sup>th</sup> century, and much of the existing NME literature was generated by these conferences.

## **Students of Nonprofit Management Education**

In general, there is little demographic data on nonprofit management students aggregated across multiple institutions (Larson, Wilson & Chung, 2003). However,

studies by Altman et al., 2012; Fletcher, 2005; Jervis and Sherer, 2005; Wilson & Larson, 2002; and Young, 1999, provide a profile of nonprofit management education students and alumni. The typical student is likely a Caucasian female in her mid-career, who holds a bachelor's degree and is employed full time in the nonprofit sector (Altman et al., 2012; Larson et al., 2003; Wilson & Larson, 2002). This student is likely "place-bound", traveling less than one hour to class (Wilson & Larson, 2002).

Typical nonprofit management students are likely to be less quantitatively competent than business students, but more likely to be value driven, less "hardnosed" and less personally ambitious than their business-school counterparts (Larson et al., 2003; Young, 1999). From Jervis and Scherer's (2005) statement, "Second, in our experience, our students who were interested in nonprofit careers already possessed a charitable, public service value system, but needed to acquire business competencies to successfully manage nonprofit organizations" (p. 250) we can infer their concurrence with Larson et al., (2003) and Young, (1999).

### **Value of Nonprofit Management Education**

The perceived value of graduate programs in nonprofit management continues to grow within the sector (Van Til & Hegyesi, 1996; Rubin et al., 1989). Cornelius, Corvington and Ruesga (2008) report that 67% of emerging nonprofit leaders believes they will need an advanced degree to continue to advance in their field. The Forbes Fund (2004) reports that holders of master's degrees in nonprofit management are highly sought after to fill the executive-track positions that will be needed in the coming five to seven years.

Haas and Robinson's (1998) study of chief executive officers of nonprofit organizations in the San Francisco Bay area indicates that master's degrees in nonprofit management are most preferred for candidates for middle or upper management positions. Fletcher (2005) echoes these findings, and sets out the premise that because there are important differences in the organizational realities of nonprofit organizations as distinguished from for-profit organizations, specialized, graduate nonprofit management degrees are particularly important to those employed in middle to upper level management within the sector.

The value of NME is also underscored by the three organizations, who have devised curriculum standards for accreditation (NLA, NACC & NASPAA). Wilson and Larson (2002) present the demand side perspective on NME and report that students enrolled in all types of NME; certificate programs, master's degrees with nonprofit concentrations and nonprofit management master's degrees, regardless of their age, gender, or race/ethnicity, similarly value their graduate NME (Fletcher, 2005).

### **Differences between NME and Management Education**

Young (1999), asks, "What is so different about the management of nonprofit organizations that has led to a new brand of programming?" (p. 16). According to O'Neill and Fletcher (1998), the significant differences in nonprofit management are: the fundamental organizational differences between for-profit and public structures; and the knowledge, skills, attitudes and values needed to manage a nonprofit (what Spencer and Spencer would name 'competencies'). Young (1999) believes that there are key factors, including dependence on volunteer labor and resource dependence that substantially distinguish nonprofits from other organizations and therefore demand a different type of

leadership training. In their discussion of public and third sector leadership, Nutt and Backoff (1993), acknowledge the stark differences between management in the for-profit sector and management in the issue-focused public and nonprofit sectors, noting that “leaders in the public sector should avoid using private sector approaches to strategic management” (p. 313). They argue that public and third sector leaders face challenges posed by the very structure and nature of their organizations which, “allow little budgetary discretion, operate on arcane policies, face increased scrutiny and suffer political influence” (Nutt and Backoff, 1993, p. 337). While it is true that basic models of management may be transferable to the nonprofit sector, it is also true that general management principles alone are not sufficient for management education in the nonprofit sector (Leduc & McAdam, 1988, p. 96).

Pisapia (2009) tell us that under conditions of ambiguity, complexity and relative chaos, such as nonprofit leaders experience consistently, no specific plan can remain viable for long. Leaders of nonprofit organizations, therefore, must skillfully use minimal specifications to prepare followers for change and to guide that change, to which they themselves must adapt. Salamon (1999) argues that the complex relationship between government and nonprofits in public problem-solving has specific implications for the education and preparation of nonprofit leaders. And, Rubin et al., (1989) state simply, “Nonprofit administration deserves academic attention” (p. 279).

### **The Centrality of Mission to Motivation**

Perhaps the most significant of the organizational differences between for-profit and nonprofit organizations to which O’Neill and Fletcher (1998) refer is the nonprofit’s lack of a fiscal bottom line against which success and sustainability can be measured. It

is the mission, rather than a monetized bottom line, against which nonprofits measure success. Young (1999) claims that the primacy of a nonprofit's mission at once poses a challenge and opportunity for nonprofit leaders. Rubin et al. (1989) summarize the unique nature of nonprofit management education by saying, "Ours is a value driven enterprise with an integrated body of essential competencies. It can draw upon expertise developed for the other sectors, yet (the participants agreed) it is not simply an incremental permutation of either one" (p. 256). This dynamic, mission-focused environment provides skilled nonprofit leaders with great opportunity to motivate all stakeholders. But, the lack of an easily monetized "bottom line" can make the organization's measures of success difficult to measure.

There appears to be some agreement that even in for-profit ventures, the most effective statements of strategic vision do not address the organization's 'bottom line' (Collins & Porras, 1997; Foss & Lindenberg, 2012). Rather, the most effective articulation of organizational motivation tends to tap into an individual's relationship with their work and the organization, and leverage it collectively. Foss and Lindenberg (2012) tell us that motivation is *not* affected by overarching goals that refer to a company's profit or shareholder value; they claim such would be a disincentive to employees. They claim that more socially acceptable goals that make oblique reference to market share are most effective. Collins and Porras (1997) agree, saying that none of the most successful core purpose statements refer to shareholder wealth or financial accomplishment and insist that employees of the most successful companies would not report their accomplishments in term of 'earnings per share'. They describe the highest performing organizations as those whose core purpose and values statements capture the

soul of the organization. Leading in this way, from ambiguity to reality, is the leadership challenge for nonprofit leaders (Pisapia, 2009; Makadok and Barney, 2001; Mintzberg, 1994).

### **The Development of Nonprofit Management Competencies**

The term “competency” is relevant to the research proposed herein because this work is an analysis of the competencies that have been adjudged in the literature and by the sector’s membership organizations as being essential for the capable functioning of nonprofit managers. In his definition of competencies, R. C. Grote (1996) includes broad areas of skills, abilities and behaviors. Spencer and Spencer (1993), in a widely cited text on professional competencies define competency as follows:

A competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation. Underlying characteristic means the competency is a fairly deep and enduring part of a person’s personality and can predict behavior in a wide variety of situations and job tasks. Causally-related means that a competency causes or predicts behavior and performance. Criterion-referenced means that the competency actually predicts who does something well or poorly, as measured on a specific criterion or standard. (p. 9)

Boyatzis (1982) defines competence as a specific combination of skills and personal characteristics. It is evident from these definitions that the authors consider an individual’s competence to be the intersection of that individual’s intrinsic nature and character with their knowledge and skills.

The development of leadership competencies for nonprofit managers has occurred through a variety of means. Studies of the supply side of NME programs have considered the relationship of the curriculum to the location of the program, student characteristics and perceptions, employer perceptions (O'Neill & Young, 1988; O'Neill & Fletcher, 1998; Fletcher, 2005; O'Neill, 2005, Mirabella & Wish, 1999; Wilson & Larson, 2002). Others have focused on the variations in competencies contained in graduate, undergraduate and even noncredit options (Ashcraft, 2001; Wang & Ashcraft, 2012; Wish & Mirabella 1998; Mirabella, 2007). Several studies have suggested specific competencies for nonprofit leaders in graduate and undergraduate programs of study (Dolch, Ernst, McClusky, Mirabella, & Sadow, 2006; Heimovics & Herman, 1989; Larson et al., 2003; Wish & Mirabella, 1998; Tschirhart, 1998; Wang & Ashcraft, 2012)

In 1989, the first in a planned three-phase Clarion Conference assembled a core of academicians involved in curriculum development in the field of NME. In their report on the Conference, Rubin et al. (1989) report that the Phase I goals were to develop consensus around a list of “essential practitioner-oriented skills, knowledge, and abilities” (p. 282), and to secure consensus and commitment around those competencies from academicians who would teach and develop curriculum in the field, and who would participate in the remaining phases of the Conference. According to Rubin et al. (1989), what emerged from Phase I are six competency domains, each with a series of attached skills, competencies and knowledge. The core values of mission, philanthropy, social responsibility, diversity and equity, and legal propriety (ethics) were grouped together; named “values” and placed at the center of the NME competency development process. Values are followed by the following five domains called; skills and knowledge; program

knowledge; organizational knowledge; sector knowledge; affective characteristics; and skills. A broad range of skills, from practical skills such as budgeting and grantwriting to the mastery of theories of philanthropy and social responsibility comprise Rubin's et al. (1989) model. The domains are not ranked in order of relevance, rather presented as a set of equally important attributes a nonprofit leader must be able to access when interacting with a dynamic set of constituents.

Heimovics and Herman (1989) framed their discussion of nonprofit leader competencies from the perspective of the practitioners; assuming commonality among the educational needs of leaders of nonprofit organizations across the spectrum of industry (arts, social services, etc.), size, life-cycle and constituency. They cluster NME skills according to four roles of nonprofit leaders; human resource developer; creative boundary spanner; service provider; and strategic planner (p. 306). The four roles arise out of two structural elements; the first connects the roles to either an internal or external focus of the leader, and the second to the relative stability of the activity. Not unlike Rubin et al. (1989) and Mirabella and Wish (1998), Heimovics and Herman (1989) place a broad range of skills and competencies equal in importance to NME in each of the four roles. The authors suggest that developing NME curricula according to these four roles and their associated skills could comprise an integrated NME curriculum.

In their 1996 content analysis of syllabi and course descriptions from 62 programs which offered three or more nonprofit management courses, Mirabella and Wish (1999) discovered patterns in the types of courses offered across programs. They created seven major categories into which every course fit; Human resources, Philanthropy, Advocacy, Fundraising, Boundary spanning, Nonprofit management, and Financial management.

These categories were then grouped together according to their place in the management landscape. Philanthropy, Advocacy and Fundraising are concerned with the relationship of the nonprofit and its external environment and were, therefore grouped together; nonprofit management, financial management and Human resource management are linked by their concern with the management of internal aspects of the organization. The third group included course topics such as strategic planning and legal issues, which span the boundary between internal and external management, and they were grouped together as boundary spanning courses (Mirabella & Wish, 1999). Mirabella (2007) in her 2006 update of the 1996 census (Mirabella & Wish, 1999), reports an overall 138% increase in the number of outside function courses, compared to a 104% increase in the number of courses in inside functions (Mirabella, 2007), Over the same period, Mirabella (2007) reports a 221% increase in the number of courses offered in the functional areas of advocacy, public policy, and community organizing; and a 206% increase in the coursework concerning philanthropy and the third sector. Both of these areas fall in Mirabella & Wish's (1999) category of competencies concerning the external environment, signaling great growth in this curricular content area across all programs.

Table 4 depicts the frequency of courses by function from Mirabella & Wish's studies (Mirabella & Wish, 1999; & Mirabella, 2007).

Table 4

*Frequency of Courses by Function and Year*

	1996	2006	Increase
	(%)	(%)	1996-2006
<b>Outside Function</b>			
Philanthropy & the third sector	9	13	206
Advocacy, public policy, and community organizing	10	15	221
Fund-raising	15	14	101
Marketing and Public Relations	157	6	55
<b>Boundary spanning</b>			
Legal Issues	4	4	86
Strategic Planning	6	3	27
<b>Inside function</b>			
Internal management skills	26	25	107
Financial management	13	9	60

Human resource management	10	12	153
<b>Total (n)</b>	526	1136	

*Note.* Adapted from: Mirabella, R. (2007). University-based educational programs in nonprofit management and philanthropic studies: A 10-year review and projections of future trends. *Nonprofit and Voluntary Sector Quarterly*, 36(4), 11S-27S.

It is interesting that the proportion of inside function courses to outside function courses remained stable over the ten year period between reports (Wish & Mirabella, 1998; Mirabella, 2007). In the 1996 study, Wish and Mirabella (1998) report that courses concerned with the management of a nonprofit organization’s external environment comprised 46% of all course offerings; those centered on internal organizational management comprised 44% of offerings, and those that “spanned boundaries” comprised the remaining 10% of courses. The 2006 study indicates that 48% of courses dealt with outside functions of the organization; while the inside functions comprised 46% of courses. Boundary spanning topics comprised 10% and 7% respectively. Mirabella (2007) did find difference in the emphasis on inside and outside functions by program; however, the overall stability indicates that there is some agreement that the curricular content of NME programs should include the competencies dealing with the external and internal environments of the organization equally.

Several demand-side studies of nonprofit management education competencies have been conducted in the past twenty years. Tschirhart (1998) studied three stakeholder groups: nonprofit managers; students and faculty of a graduate concentration program in nonprofit management at the School of Public and Environmental Affairs (SPEA) at Indiana University in Bloomington; and a certificate program in nonprofit

management for non-SPEA graduate students. In that study, students rated creativity; long term planning; interpersonal skills; collaboration and networking; and public relations as the five most important skill and knowledge areas for nonprofit managers. Managers of nonprofit organizations saw leadership; ethics and values, long-term planning; financial management; and conducting effective meetings as the five competencies most important to their work. Faculty rated fundraising; long-term planning; organizational mission; ethics and values; and financial management as their top five competencies. Table 5 depicts the top five competencies for each of Tschirhart's stakeholder groups.

Table 5

*Tschirhart's (1998) Stakeholder Groups' Five Top Competencies*

	Students	Managers	Faculty
Creativity	1		
Long-term planning	2	3	2
Interpersonal skills	3		
Collaboration & and networking	4		
Public relations	5		
Leadership		1	
Ethics and values		2	4
Financial management		4	5
Conducting effective meetings		5	
Fundraising			1
Organizational mission			3

Tschirhart's (1998) study results demonstrate differences in the perspective of students, faculty and nonprofit managers when they ranked 32 knowledge and skill areas that might be taught as part of a nonprofit management program. Students placed more value than managers and faculty on skills and knowledge that will allow them to focus on the future, use technology to plan and lead. Managers placed more value upon practical applications, such as conducting effective meetings than on skills such as interpersonal skills. Faculty placed emphasis on fundraising and organizational mission

Mirabella and Wish (1999) held focus groups of students, alumni, faculty, employers and funders, at ten NME program sites in order to measure the impact of the NME programs. They learned that students were largely interested in obtaining the skills necessary to successfully manage their organizations; what Mirabella and Wish term "inside functions"; those that focus the executive's attention internally toward the organization (Mirabella & Wish, 1999). Although the priorities vary by the perspective of each stakeholder group, Mirabella and Wish (1999) suggest further research on whether the skills and competencies taught on campus are actually those needed to be an effective nonprofit leader.

Respondents to Wang and Ashcraft's (2012) survey of students and alumni of the noncredit Nonprofit Management Institute in Phoenix reported their belief that financial management, followed by strategic planning and fundraising are most important to their careers. Wilson and Larson (2002) and Larson, Wilson and Chung (2003) surveyed students from NME graduate and certificate programs affiliated with the Building Bridges Initiative, funded by the W.K. Kellogg Foundation. The survey was to determine which nonprofit courses were most useful to practitioners. Students rated fund-raising,

development and strategic planning most useful for managing a nonprofit organization. They also listed governance; budgeting and accounting; legal structure; and ethics and values as important topics. Although there are differences among students by degree type, student preferences in this study center around inside function courses such as fundraising and governance. The preference of students for courses related to resource development and financial management represents a shift from earlier studies in which resource development courses was not so highly sought (Renz, 1996).

Students also highly value the opportunity to have an impact on their community through their work. In their survey of undergraduate students at the University of San Diego and Baruch College, (Altman et al., 2012) learned that students rated the experiential components of their programs highest, and found these to be most valuable to their careers. Herman and Renz (2007) found that most students they surveyed were satisfied with their nonprofit management education and found it contributed strongly to their careers.

Studies of both supply side and demand side stakeholders demonstrate that while there are some differences based on perspective, degree type, and shifts within the sector, a range of skills and competencies, both internal and external, are important for nonprofit leaders perceptions (O'Neill & Young, 1988; O'Neill & Fletcher, 1998; Tschirhart, 1998; Fletcher, 2005; O'Neill, 2005; Mirabella, 2007; Mirabella & Wish, 1999; Wilson & Larson, 2002). Larson, et al. (2003) asserts, "What is also obvious is that there is considerable agreement among students about the courses they see as important" (p. 177). DiMaggio (1988) states that even while many skill requirements are common to administration across sectors, "different students have different needs" (p. 67).

## **Leadership Competencies**

The literature establishes that features of nonprofit organizations demand a different kind of leader than other businesses. O'Neill & Fletcher (1998) notes that acquiring resources and working with and through volunteers to achieve organizational goals are distinctly characteristic of nonprofits, and set nonprofits and their leaders apart from those of other types of organizations. Rubin et al. (1989) add, "Ours is a value-driven enterprise with an integrated body of essential competencies. It can draw upon expertise developed for the other sectors, yet it is not simply an incremental permutation of either one (p. 286)". In order to address the research question, "To what degree do the leadership competencies identified in the sector's membership organizations and peer-reviewed literature match the competencies identified in the syllabi of the sample of 35 independent nonprofit management programs?" it is necessary to determine which of the competencies identified in the literature, by the sector's membership organizations and in the syllabi influence leadership.

In reviewing leadership theories of the past 80 years, Muller and Turner (2010) found that leadership theory has evolved from the early theories that focus on the individual leader's behaviors, to more recent theory that takes into account the context of leadership, and then incorporates the intellectual exchanges and interpersonal relationships of the leader.

Based on their research with the Leadership Dimensions Questionnaire, (LDQ), Dulewicz and Higgs (2005), define leadership as increasingly seen in terms of a combination of:

- Personal characteristics which are required to enable an individual to engage in a leadership role in an effective manner;
- A range of skills and behaviours which need to be in place to provide effective leadership;
- A range of styles related to the context in which leadership is exercised; and
- A range of ways in which the leadership behaviours may be exercised in a way that matches the personal style of the individual leader. (p.114)

The authors conclude that, “the relevance of leadership is dependent on the context within which leadership is exercised” (p. 121).

From these definitions, it appears that leadership can be best characterized as a process through which a leader assesses an organizational element and employs skills, functions and processes; all of which can be measured, to effect organizational change toward a constructive goal. It therefore, comprises a series of competencies, rather than existing as a single competency in and of itself.

Northouse (2013) defines leadership as “the process whereby an individual influences a group of individuals to achieve a common goal” (p.5). Bolman and Deal (2013) describe leadership as the subtle process of mutual influence fusing thought, feeling and action. Pisapia (2009) tells us that leadership is the ability and wisdom to make difficult decisions in ambiguous environments. Each of these definitions stresses a different aspect of leadership; influence, cognition and competence, and they disagree as to which element is primary in the act of leading. Consideration of the number of definitions of leadership confirms Stogdill’s (1974) notion that leadership defies a singular definition.

Northouse (2013), states,

The overriding function of management is to provide order and consistency to an organization, whereas the primary function of leadership is to produce change and movement. Management is about seeking order and stability, leadership is about seeking adaptive and constructive change (p.13).

### **Accreditation and Guidelines**

From within the same complex and dynamic environment that spurred the development of NME, arose attempts on the part of the sector's membership organizations to professionalize the field. Standards for the accreditation of NME programs are offered by three of the sector's membership organizations: the Nonprofit Leadership Alliance (NLA), the Nonprofit Academic Centers Council (NACC) and the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). Piskulich and Peat (2014) and Ashcraft (2001) define accreditation as an attempt to demonstrate to stakeholders, including employers, funders, donors and the public that the graduates of NME graduate programs have received an excellent education and have mastered the skills necessary to perform as nonprofit leaders.

Since 1948, the Nonprofit Leadership Alliance (NLA [formerly American Humanics]) has promulgated to its membership a set of thirteen nonprofit leadership competencies to inform post-secondary nonprofit education programs. In 2011, the NLA surveyed 3,200 leaders of large nonprofits (those with a budget of \$1 million or more) to re-validate their established competencies. Those competencies were published in 2011 and re-validated again in 2012. Among the NLA's re-validated nonprofit leadership competencies are the cultural competency and skills that prepare professionals to work in

diverse environments and the program development skills that support the design and implementation of effective programs.

In 2007, the Nonprofit Academic Centers Council (NACC, 2007) published their most recent set of curricular guidelines for graduate nonprofit leadership education programs that are “relevant and responsive to trends in the field” (p. 3). The authors of these guidelines, whose work was informed by a curriculum task force of academicians and researchers, acknowledge the “dynamic nature of this emerging academic field” and offer the guidelines to “assist in the design of nonprofit courses, programs, certificates and degrees” (p. 3).

NASPAA, the Network of Schools of Public Policy, Affairs and Administration, the accrediting body for public administration, policy and affairs degree programs; many of which offer graduate degrees with concentrations in nonprofit management, offers the “Guidelines for Graduate Professional Education in Nonprofit Organizations, Management and Leadership” (NASPAA, 2014). NASPAA has also established a Nonprofit Management Education Section to consider how MPA programs should best address the needs of nonprofit management students.

Bies and Blackwood (2007) tell us that because accreditation activities both influence and respond to disciplinary values, norms and stakeholder dynamics, it is useful to understand their priorities. These three organizations, the Nonprofit Leadership Alliance (NLA), the Nonprofit Academic Centers Council (NACC), and the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) specifically address NME competencies in their accreditation rubrics. Each contributes a slightly different,

yet valuable, perspective on the competencies that should be taught in nonprofit management education programs. A discussion of each follows.

### **The Nonprofit Leadership Alliance (formerly American Humanics)**

This discussion of competency- based NME begins with the earliest formal model; that developed by American Humanics (AH). American Humanics (now Nonprofit Leadership Alliance [NLA]) is “a strategic alliance of affiliated colleges and universities, national and local nonprofit partners, and collaborating professional organizations...all concerned about the growing need for better prepared college graduates as professionals in the nonprofit sector” (American Humanics 2000, p.2). American Humanics’ long association with undergraduate nonprofit education programs began at its founding 1948. In November of that year, H. Roe Bartle, a career professional with the Boy Scouts of America, disillusioned with nonprofit agencies “being led by consecrated ignorance” (Bartle, 1950, p. 10) launched the American Humanics Foundation in order to professionalize the field and improve the competencies of those working in it (Potter, 2014). The organization began as collaboration between youth-serving nonprofit organizations, particularly the YMCA, and the academic institutions that prepared students for entry-level employment in youth serving organizations. One of the earliest programs was that of Springfield College in Massachusetts (Lee, 2010). Practitioners hired by AH became affiliated with member campuses by cooperative agreements and implemented all facets of the AH program on campus. Student members were required to serve as interns in nonprofit organizations and to achieve competencies through their programs. In its early years, AH operated

through a small network of campuses across the country. AH's primary academic partners tended to be small, private, religious colleges (Ashcraft, 2001).

For nearly 40 years American Humanics continued to operate within the confines of this modest academic/nonprofit collaboration. In the 1980's, as the number of nonprofits began to increase, the board of directors of AH led the organization to expand its focus from undergraduate education to nonprofit management education in general and to broaden its training focus from 'youth services' to 'nonprofit youth and human services management'. In 1994, with a 2.5 million dollar, multi-year grant from the W.K. Kellogg Foundation, American Humanics formalized its competency-based curriculum model. At the same time, the number of entry-level nonprofit jobs ballooned and AH recommitted itself to its campus training program. The organization experienced significant growth in membership (Ashcraft, 2001) and, in 2011, when American Humanics became the Nonprofit Leadership Institute, it did so with a well-established set of undergraduate competencies, most recently revised in 2012 (Appendix D). Today, the organization has 12 national nonprofit partners, 42 campus affiliates and represents over 10,000 undergraduate students (NLA, 2014)

Thirteen established NLA competencies have been validated and rated by nonprofit practitioners according to importance to two levels of practitioner; entry to mid-level practitioner and mid-level to executive level practitioner. Two outcomes of the NLA survey are of particular interest when considering the nature of graduate nonprofit education. First, when asked whether entry-level to director level professionals are properly prepared for management positions, 70% of respondents replied, "no". And,

fifty-four percent of respondents do not believe that nonprofit executive and leadership professionals are properly prepared for management positions (NLA, 2011).

The NLA survey was intended to validate the NLA's own established competencies, and did not include academicians or researchers (NLA, 2011). Therefore, the competencies promulgated by the NLA are primarily practice-based and the extent to which the competencies of graduate NME programs match those of the NLA is expected to be minimal.

### **The Nonprofit Academic Centers Council**

The Nonprofit Academic Centers Council (NACC), established in 1991, is a membership association comprised of over 50 academic centers or programs at accredited colleges and universities. NACC was created to “support academic centers devoted to the study of the nonprofit/governmental sector, philanthropy and voluntary action to advance education, research, and practice that increase the nonprofit sector's ability to enhance civic engagement, democracy, and human welfare (NACC, 2014). The Nonprofit Academic Centers Council developed competencies particularly for programs devoted to nonprofit management as opposed to programs that are specializations within another discipline (NACC, 2007). The Council offers three levels of membership: full, associate and partner.

In 2001, with a grant from the David and Lucille Packard Foundation, the NACC began its work to develop its Curricular Guidelines for Graduate Study in Nonprofit Leadership, the Nonprofit Sector and Philanthropy. The first guidelines were published in 2003 and revisions published in the second edition in 2007. These guidelines set out the competencies the NACC members consider critical for effective nonprofit managers

(Appendix E). Among the differences between the first and second editions are the addition of nonprofit economics as a distinct competency and the substantial modification of the nonprofit finance section. Perhaps the most significant difference is the change of the document's name from the 2003 Curricular Guidelines for Graduate Study in Philanthropy, the Nonprofit Sector and Nonprofit Leadership, to 2007 Curricular Guidelines for Graduate Study in Nonprofit Leadership, the Nonprofit Sector and Philanthropy. The Council notes in its literature that this change "more accurately reflects the primary goal in many graduate-level programs" (NACC, 2007, p. 5).

The purpose of the Guidelines (2003, 2007) is to

- Inform and educate faculty in other programs and departments about the curricular base of this expanding field
- Provide a framework within which the study of the nonprofit sector in other disciplines (e.g., public administration, business, or social work) can be structured
- Inform and educate university groups and systems, for example, university curriculum committees, deans and provosts
- Communicate learning goals and objectives to prospective students
- Act as a resource to community representatives who may serve on program advisory boards or councils
- More fully inform funders of the goals and intent of our academic, professional development and continuing education programs
- Serve as the evaluation benchmarks and/or standards of excellence

for our own academic programs and curricular content. (As cited in NACC, 2007, p. 4)

The authors of the Nonprofit Academic Centers Council's curricular guidelines (2007) take care to remind readers that:

Our guidelines are directed toward those degrees that are specifically focused on the nonprofit sector. Programs that are offering this subject as a specialization within another academic discipline will need to reconsider how to best adapt and appropriate the content suggested here (National Academic Centers Council, 2007, p. 6).

### **The Network of Schools of Public Policy, Public Affairs and Administration (NASPAA)**

The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) was created in the early 1970's when professors of public affairs and administration determined that an accrediting body was necessary (Uveges, 1987). In 2006, the organization revised the current version of their guidelines for graduate NME for the purpose of stimulating "exploration and innovation in curriculum design and content that are based on the view that there are core essential elements that characterize nonprofit organizations and their managers and differentiate them from public and for-profit organizations" (NASPAA, 2014, p.1). NASPAA does not accredit institutions, schools or departments, rather, it accredits programs. The organization requires addresses competencies quite broadly, requiring that programs first, educate their students, identify their mission, explicitly state their public sector values and identify and measure their outcomes. Therefore, these guidelines do not require certain courses or curricula but they

do require the curricula “include explicit efforts to integrate” these components (NASPAA, 2014, p. 2). Since many of the graduate degree programs in nonprofit management are actually concentrations in public administration, policy and affairs programs (Mirabella, n.d.), it is important to understand their accreditation standards. Ten of the 35 independent nonprofit management education programs that are the subject of this analysis exist in colleges or universities whose public administration or public affairs programs are accredited by NASPAA (NASPAA, 2014).

### **Summary**

Despite the fact that as a singular competency, leadership does not figure prominently in the literature or in the competencies listed by the sector’s membership organizations, leadership in the ambiguous, resource dependent, dynamic environment of nonprofit organizations, is frequently referenced in the literature and by the membership organizations. The literature clearly supports the notion that nonprofit organizations, by their nature, demand a certain kind of leadership; a strategic sort of leadership. DiMaggio (1988) tells us, “Nonprofit managers must, as a group, cope with the challenges of goal ambiguity, multiple constituencies, and limited staff support (relative the giant enterprises that employ most MBA’s)” (O’Neill & Young, 1988, p. 137). Each of the skills and competencies, listed by the sources are necessary, in some combination, to lead strategically in a nonprofit environment.

Chapter three outlines the methodology for the study, including the protocol for competency analysis. Chapter four discusses the findings of the study and, finally, Chapter five presents a summation and discussion of the findings drawn from the research and the data.

## **CHAPTER THREE**

### **Methodology**

The purpose of this study was to identify, examine and synthesize nonprofit management education (NME) leadership competencies identified in the literature and those identified by the Nonprofit Academic Center Council (NACC, 2011), the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) and the Nonprofit Leadership Association (NLA [formerly American Humanics]). Once catalogued and analyzed these leadership competencies were compared with those named in syllabi of 35 independent, specialized nonprofit management graduate degree programs to create a single list of nonprofit management leadership competencies. The analysis identified and discussed the different leadership competencies recommended in the literature and by professional organizations compared with leadership competencies actually taught in the sample of syllabi. The study presents a comprehensive list of leadership competencies that reflects the priorities of researchers, academicians, and the sector's accrediting organizations that could prove helpful to those developing graduate nonprofit management education programs in the future.

### **Research Questions**

The following research questions guided the research herein:

- 1) Research question: To what degree do the leadership competencies identified in the sector's membership organizations and peer-reviewed literature match the

2) competencies identified in the syllabi of the sample of 35 independent nonprofit management programs?

- Sub-Question: Which leadership competencies are identified in the literature or by the membership organizations but have not yet been incorporated into the curriculum of the sample of the population of the 35 programs?
- Sub-Question 2: Which leadership competencies are included in the syllabi of the population of independent, graduate NME programs but not identified in the literature or by the membership organizations?

Phase I of the project involved the collection, organization, and tabulation of competencies identified in documents published by the sector's professional organizations.

### **Content Analysis**

Content analysis was used in this study. "Content analysis is an objective and quantitative method for assigning types of verbal and other data to categories (Kerlinger 1973, p. 417).

First, the researcher identified the competencies specifically identified as such by the membership associations and in the literature. These were listed as described in a spreadsheet and their frequency tallied. Next, the researcher listed the competencies found in the syllabi provided by the programs. Competencies identified in the syllabi but not found in the list of competencies synthesized from the membership organizations and the literature were added to the list. The syllabi were grouped into one of four categories, *Theory*, *Behavior*, *Applied*, or *Intelligence*.

## **Competencies from the Professional Associations**

The competencies identified by the sector's professional associations, NACC, NLA and NASPAA, were extracted from the following documents:

National Association of Schools of Public Affairs and Administration (NASPAA), 2009

*Commission on Peer review and Accreditation: General Information and Standards for Master's Degree Programs*. Washington, DC: National Association of Schools of Public Affairs and Administration, 1-14.

Nonprofit Academic Centers Council (2007). Curricular guidelines for graduate study in nonprofit leadership, the nonprofit sector and philanthropy. Cleveland, OH: Nonprofit Academic Centers Council.

Nonprofit Leadership Alliance (2011). The skills the nonprofit sector requires of its managers and leaders. Retrieved from [www.nonprofitleadershipalliance.org](http://www.nonprofitleadershipalliance.org).

The following steps were followed in order to collect and rank the leadership competencies from the associations' literature.

- 1) The source document of each of the associations was listed in a separate row in an Excel spreadsheet, as shown in Table 5.
- 2) Each competency identified in each of the three sources was listed in the row above the source document row, as shown in Table 5.
- 3) The occurrence of a competency in each source document was noted with a "1" in the corresponding cell (in the competency column and along the document row).
- 4) The scores for each competency were aggregated and the competencies ranked according to the aggregated score.

Table 6

*Professional Association Competencies*

	Competency			
	1	2	3	4
Aggregated	3	3	2	1
Score				
Guideline				
NACC	1	1	0	1
NASPAA	1	1	1	0
NLA	1	1	1	0

Phase II of the project involved the collection, organization, and tabulation of competencies identified in a selection of the sector’s peer reviewed literature.

**Competencies from the Sector’s Peer-reviewed Literature**

The competencies identified in a selection of the sector’s peer reviewed literature were extracted from the source documents. The source documents include:

Table 7

*List of Peer-Reviewed Literature*

Ashcraft, R. F. (2001).	Wang L, & Ashcraft, R., (2012).
Dolan, D.A. (2003).	Tschirhart, M. (1998).
Heimovics, R. D. & Herman, R. D. (1989).	Mirabella, R. (2007).
Jervis, K., & Sherer, P. (2005).	Rubin, H., Adamski, L., & Block, S. (1989).
Larson, R. S., Wilson, M. I., & Chung, D. (2003).	

*Note:* See Appendix F for complete citations of Table 8

The following steps were followed in order to collect and rank the competencies from the sample of peer-reviewed literature:

- 1) Each of the peer-reviewed source documents was listed in a separate row in an Excel spreadsheet, as shown in Table 8.

Each competency identified in each of the sources was listed in the row above the source document row, as shown in Table 8.

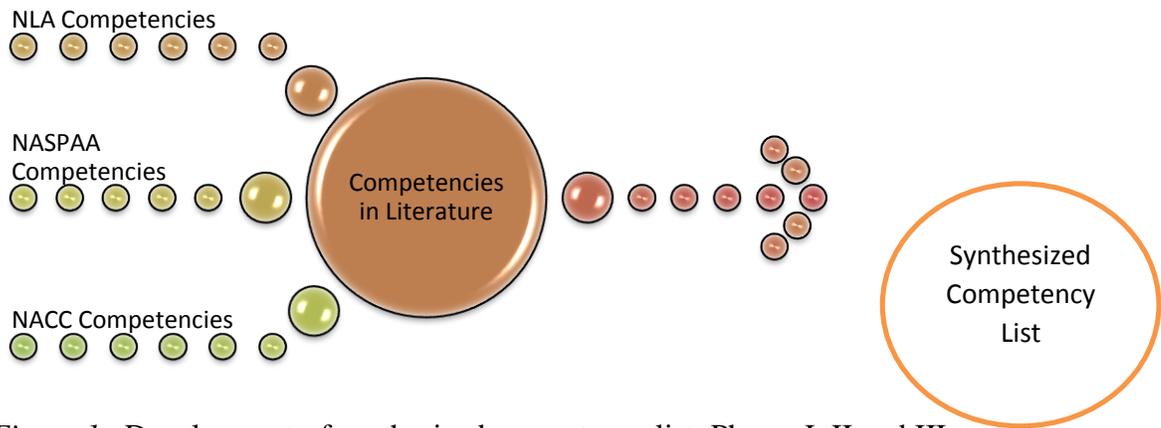
Table 8

*Literature Competencies*

Document	Competency			
	#1	#2	#3	#4
Total	3	3	2	1
#1	1	1	0	1
#2	1	1	1	0
#3	1	1	1	0

- 2) The occurrence of a competency in each source document was noted with a “1” in the corresponding cell.
- 3) Scores for each competency were aggregated and the competencies ranked according to the aggregated score as shown in Table 8.

Phase III of this research project involved the synthesis of the competencies from both source types; the peer-reviewed literature and the professional associations, and the ranking of the competencies in the synthesized list. Figure 1 depicts the process by which the competencies from the NLA, NASPAA and NACC were synthesized with those from the literature into a single, synthesized competency list.



*Figure 1.* Development of synthesized competency list, Phases I, II and III.

The following steps were followed in order to synthesize and rank those competencies.

- 1) The frequency of the competencies identified by the sector's professional association and those identified in the sector's peer-reviewed literature were entered into a table on an Excel spreadsheet.
- 2) The frequency of each competency was combined and rank ordered, as shown in Table 9.

Table 9

*Literature and Membership Association Competency Score Table*

	Professional Associations	Literature	Ranked Cumulative
	Score	Score	Cum. Score
Comp. #1	1	1	2
Comp. #2	1	5	6
Comp. #3	2	4	6

3) A synthesized and ranked list of competencies was produced.

Phase IV of this project involved the collection of competencies identified in the course titles, and syllabi of a sample of courses from the population of 35 independent, specialized, graduate nonprofit management education programs. The population of independent, specialized NME graduate programs was derived from the census of nonprofit management programs maintained by Roseanne Mirabella (n.d.). The following steps were followed in order to synthesize and rank those competencies:

- 1) A search of publicly available print and electronic resources of each program was conducted first to obtain information on degree requirements, course descriptions and course syllabi.

- 2) In the event course syllabi were not available at the program's website, a request for the syllabi was sent electronically to each program director.
- 3) Follow-up requests were sent to all programs that did not respond within two weeks of the original request.
- 4) Each course name and number was listed in a column in an Excel spreadsheet.
- 5) The synthesized list of competencies identified by the professional associations and in the literature, created in Phase II, was listed along a row above the course names and numbers, as in Table 9.
- 6) The competencies from each of syllabi were listed in the spreadsheet were added to the competency row.
- 7) The competencies identified in the course title and syllabi were noted with a "1" in the corresponding cell (in the competency column and along the course row).
- 8) Multiple instances of the same competency in a program across all courses within that program were aggregated to a "1".
- 9) Any competencies listed in the course title or syllabus and not listed in the compiled professional association/literature list, were added to the competency row on this spreadsheet as a new competency, as in Table 10.

Table 10

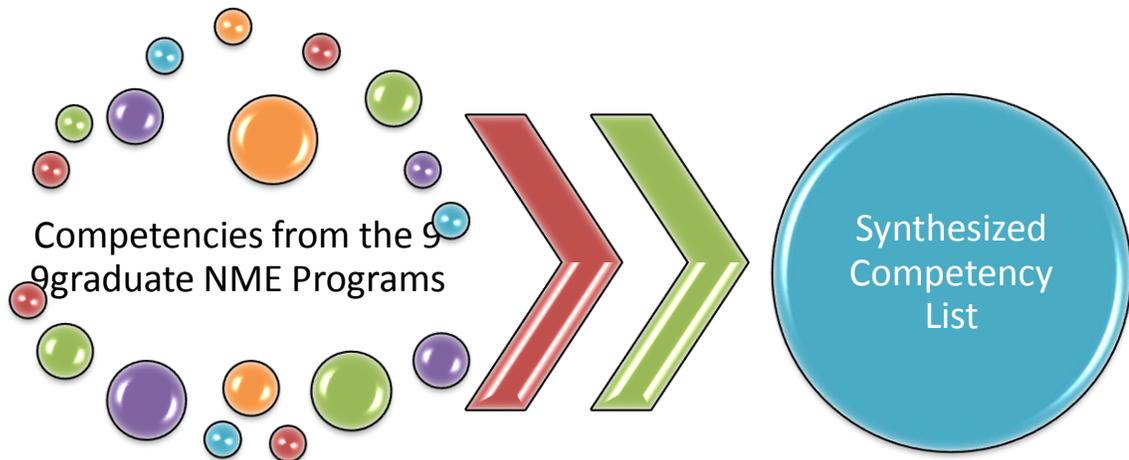
*Course Syllabi/Title Competencies*

Course	Competencies			
	#1	#2	#3	#4
Number	1		1	1
Number	1		1	
Number		1		1
Number	1		1	1

10) A comprehensive list of the competencies listed in the course title, or syllabus was created.

11) The competencies were ranked according to the frequency with which they appear in the course titles or syllabi from the 9 independent, specialized, graduate nonprofit management programs.

Figure 2 depicts the process by which the competencies from 9 independent, specialized, graduate nonprofit management programs were synthesized into a single list of competencies.



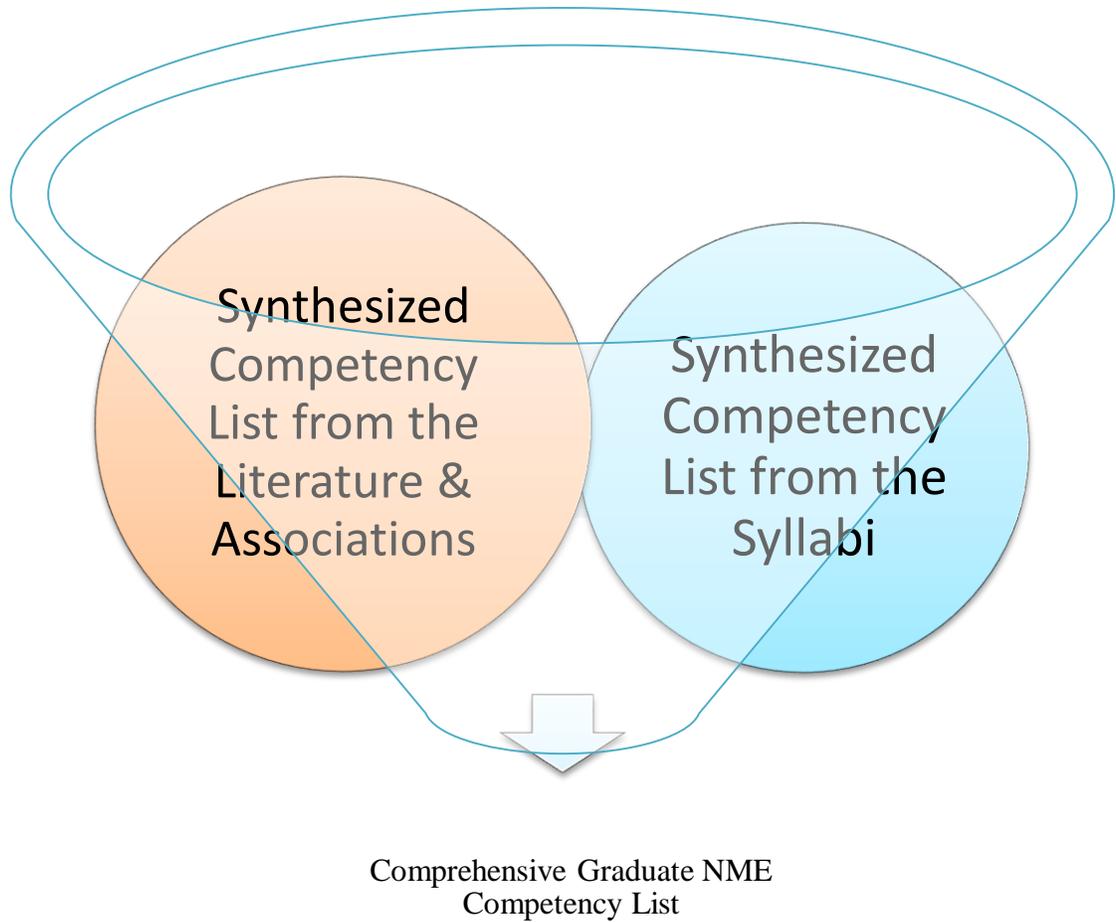
*Figure 2.* The development of synthesized competency list from the syllabi.

### **Data analysis**

Phase V of the project involved the comparison of competencies identified in the synthesized professional association/literature list to the list of competencies compiled from the syllabi and course titles.

Phase V comprised the following activities.

- 1) The competencies common to both lists were noted.
- 2) The competencies listed in one or another list were noted.
- 3) The competencies were ranked according to the frequency with which they occur across both sources.
- 4) Frequency counts and cross tabulations were used to analyze the data from all sources on the competency grid.
- 5) A single, comprehensive set of nonprofit competencies was proposed.
- 6) The complete list of competencies was then grouped according to relationships to each other, determined by this researcher; reducing the overall number of competencies into a smaller number of competency groups.



*Figure 3.* Comprehensive list of graduate NME leadership competencies.

Figure 3 depicts the synthesis of the competency list derived from the literature and membership organizations with that from the syllabi.

## **CHAPTER FOUR**

### **Findings**

The purpose of this study was to identify, examine and synthesize nonprofit management education (NME) leadership competencies identified in the selected literature and those identified by the Nonprofit Academic Center Council (NACC, 2011), the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) and the Nonprofit Leadership Association (NLA [formerly American Humanics]). Once catalogued and analyzed these leadership competencies were compared with those named in syllabi of 35 independent, specialized nonprofit management graduate degree programs to create a single list of nonprofit management leadership competencies. The analysis was used to identify and discuss the leadership competencies recommended in the literature and by professional organizations and to compare them with leadership competencies listed in the syllabi. The study presents a comprehensive list of leadership competencies that reflect the priorities of researchers, academicians, and the sector's accrediting organizations that could prove helpful to those developing graduate nonprofit management education programs in the future.

To do this, the researcher analyzed the NME competencies identified by the NLA, NACC and NASPAA; the competencies identified in the selected peer-reviewed literature, and those identified in the course titles and syllabi of respondent programs. The following research questions were addressed:

Research question: To what degree do the leadership competencies identified in the sector's membership organizations and peer-reviewed literature match the competencies identified in the syllabi of the sample of 35 independent nonprofit management programs?

- Sub-Question 1: Which leadership competencies are identified in the literature or by the membership organizations but have not yet been incorporated into the curriculum of the sample of the population of the 35 programs?
- Sub-Question 2: Which leadership competencies are included in the syllabi of the population of independent, graduate NME programs but not identified in the literature or by the membership organizations?

As discussed in Chapter 3, the initial step for conducting this study was to review and analyze the suggested competencies identified in the selected literature and by the sector's membership associations, the Nonprofit Academic Center Council (NACC), the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) and the Nonprofit Leadership Association (NLA [formerly American Humanics]).

### **Competencies from the Sector's Membership Organizations**

Forty-three competencies were extracted from the three documents published by the membership organizations, the NLA, NACC, and NASPAA. Those competencies are: accountability, accounting, advocacy, board development, change management, communication, community outreach, comparative perspectives, critical thinking, development, data-driven decision-making, development, diversity, economics, ethics, evaluation and measurement, financial management, fundraising, governance, history and

theory of the sector, human resource management, information management, international issues, leadership, legal and regulatory issues, lobbying, marketing and communication, organizational management, philanthropy, planning, program development, public policy, public relations, public/private partnerships, risk management and analysis, revenue development, scope and significance of the sector, social entrepreneurship, strategic planning, technology, values, volunteer management and youth and adult development.

Three competencies are common to all three sources. Those are diversity, ethics and organizational management. Ten competencies; accountability, evaluation and measurement, financial management, fundraising, information management, legal and regulatory, marketing and communication, planning, technology, and volunteer management were common to NACC and NLA, but not included in NASPAA's competency list. Data-driven decision-making, leadership, public policy, public/private partnerships, and values were listed by both NASPAA and NACC, but not by the NLA. NASPAA has no competencies in common exclusively with NLA. NACC listed 13 competencies, advocacy, change management, comparative perspectives, development, economics, human resource management, international issues, lobbying, philanthropy, revenue, scope and significance of the sector, social entrepreneurship, strategic planning, and history and theory, that are not included by either of the other two organizations. NASPAA identifies three competencies not shared by the other organizations; communication, critical thinking and governance. The NLA lists eight competencies not listed by either NASPAA or NACC. Those are accounting, board development, community outreach, program development and implementation, public relations, risk

management and analysis, social media, and youth and adult development. Because each organization represents a different priority within the nonprofit community, some competencies are unique to one or another membership organization. Twenty competencies were listed as competencies by only one of the three organizations. These competencies were synthesized into a single list of 43 nonprofit management competencies.

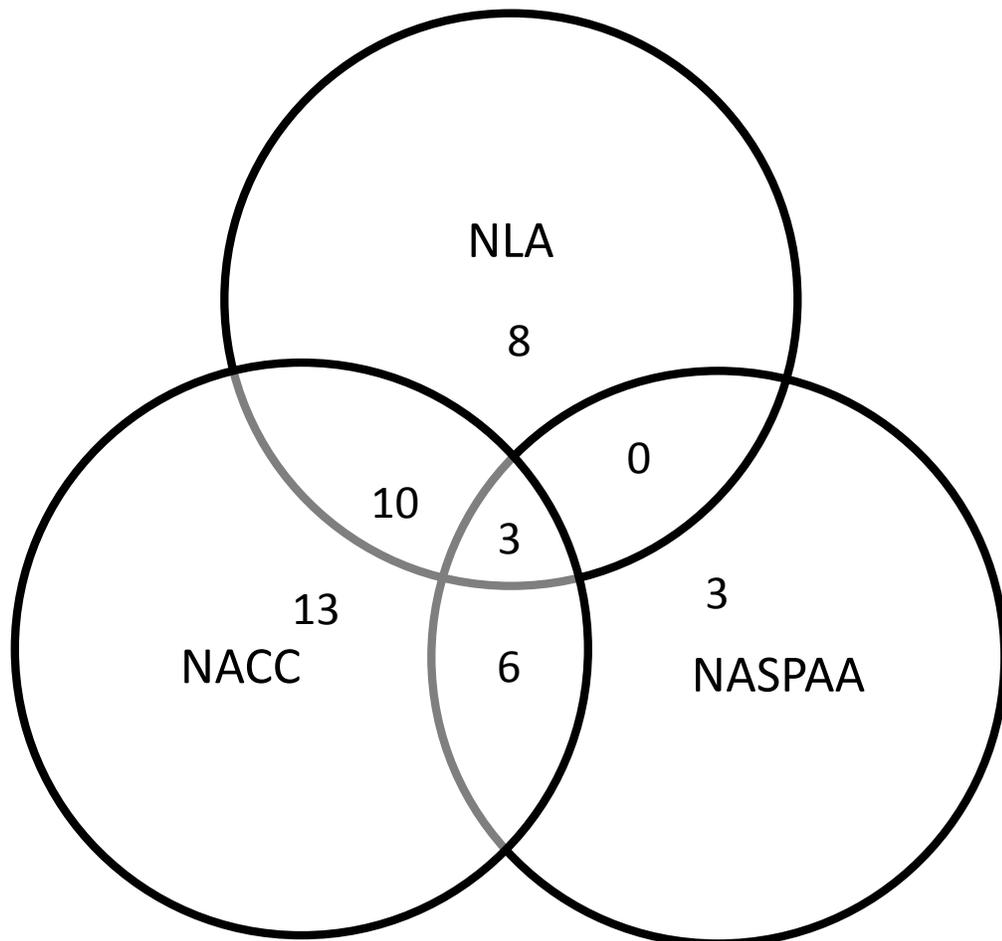


Figure 4. Sources of competencies from among the membership organizations.

Figure 4 shows frequencies with which the 43 competencies occurred among the three sources, and the number of competencies shared among the organizations. Please note the overlapping areas from the various sources. These competencies were shared between the sources.

Table 11 shows the frequency with which the 10 most often-reported competencies among the sector’s membership organizations appear.

Table 11

*The Ten Most Frequently Occurring Competencies From the Membership Organizations*

Competency	Frequency	%
Diversity	3	100
Ethics	3	100
Organizational management	3	100
Accountability	2	67
Data-driven decision-making	2	67
Evaluation and measurement	2	67
Financial management	2	67
Fundraising	2	67
Governance	2	67
History and theory	2	67

## **Competencies from the Peer-reviewed Literature**

Of the 43 competencies identified by the membership organizations, thirty-five were shared by the peer-reviewed literature. They include: accountability, accounting, advocacy, board development, change management, communication, data-driven decision-making, diversity, economics, ethics, evaluation and measurement, financial management, fundraising, governance, history and theory, human resource management, information management, international issues, leadership, legal and regulatory, lobbying, marketing and communication, organizational management, philanthropy, planning, program development/ implementation, public policy, public relations, public/private partnerships, risk management and analysis, scope and significance of the sector, strategic planning, technology, values, and volunteer management.

Twenty-three additional competencies were found in the literature that were not included in the sector's membership organizations; audience development, budgeting, business planning, collaboration, community organization, conducting effective meetings, conflict management, corporate structures, corporate ventures, donor cultivation, entrepreneurialism, environmental alignment, grantwriting, human resource development, influencing others, internal controls, interpersonal skills, market issues, networking, performance management, TQM, verbal communication, and written communication.

Eight of the competencies listed by the sector's membership organizations were not included in the peer-reviewed literature; community outreach; comparative perspectives; critical thinking; development; revenue; social entrepreneurship, social media; and youth and adult development. Together, the selected peer-reviewed literature

and the information from the sector’s membership organizations offer 66 unduplicated competencies recommended for leaders of nonprofit management organizations.

### **Frequency of Competencies among the Peer-reviewed Literature**

Only one competency; fundraising, appeared in all nine of the peer-reviewed articles considered. Three competencies (e.g., evaluation and measurement, human resource management and volunteer management) appeared in seven of the nine documents. Two competencies (e.g., collaboration and technology) appeared in six of the nine documents. Nine competencies, (e.g., accounting, board development, diversity, financial management, history and theory, legal and regulatory, organizational management, planning, and public relations) appeared in five of the nine articles. Of the remaining competencies, eight were listed in four articles, nine were listed in three articles, seven were listed in two articles and seventeen were listed in one article.

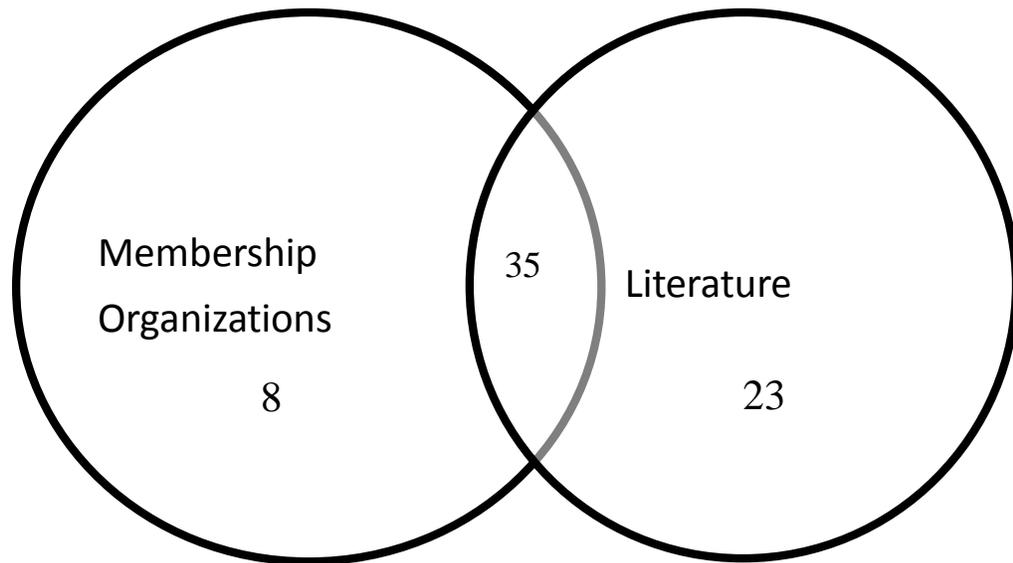
Table 12 shows the frequency with which the most frequently reported competency among the literature.

Table 12

#### *The Most Frequently Occurring Competencies from the Literature*

Competency	Frequency	%
Fundraising	9	100
Evaluation and measurement	7	78
Human resource management	7	78
Volunteer management	7	78
Collaboration	6	67
Technology	6	67

Figure 5 shows the distribution of competencies between the membership organizations and literature.



*Figure 5.* Competency distribution among membership organizations and literature.

### **Syllabi Collection and Response Rates**

The next step in the research was to secure syllabi from the 35 independent, specialized, nonprofit management graduate degree programs from which competencies would be extracted. To encourage the maximum number of responses, the director of each program was contacted in mid-January, 2015 by email with a request from the researcher and a letter of introduction from the chair and a member of the committee. The letter of introduction explained the nature of the research, introduced the researcher, and indicated support of the research being conducted and requested cooperation. The email from the researcher requested the syllabi. Following this first request four programs responded and 15 syllabi were received.

During the second week in February, 2015 a second request was sent from the researcher by email to the programs that had not responded to the first request. The same letter from the chair and one member of the committee was sent with an email from the researcher requesting syllabi. This second request resulted in responses from 5 more programs. One program provided an on-line link to its syllabi. In all, 58 syllabi from 9 of the 35 specialized NME graduate programs were received, representing 26% of the population of specialized NME programs.

### **Respondents**

Nine schools, 26% of the population of independent, specialized, graduate NME programs, responded to the request for syllabi. Fifty-eight syllabi were provided from the nine schools shown in Table 13. This represents 67% of the 88 syllabi from the core courses of the nine respondents.

Table 13

*Respondents*

School	Degree Awarded	# of Syllabi received
Arizona State University	Master of Nonprofit Studies	5
Case Western Reserve	Master of Nonprofit Organizations	7
Florida Atlantic University	Master of Nonprofit Management	6
Indiana University	Master of Arts in Philanthropic Studies	11
North Park University	Master of Nonprofit Administration	9
University of Notre Dame	Master of Nonprofit Administration	2
University of Oregon	Master of Nonprofit Management	5
University of San Diego	Master of Arts Nonprofit Leadership and Management	10
Worcester State College	Master of Science in Nonprofit Management	3

From the syllabi, the most frequency occurring competencies were:

Table 14

*Syllabi Competencies*

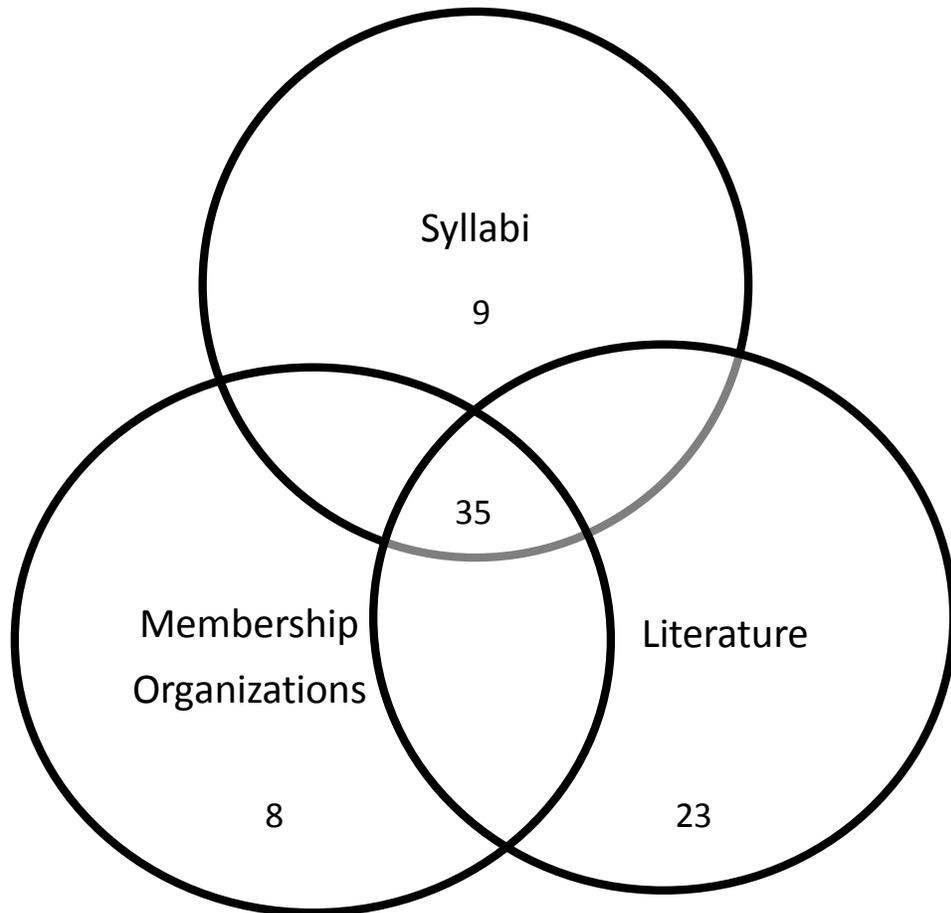
Competency	Frequency	%
Organizational Management	35	60
Ethics	28	48
History and theory	26	45
Evaluation and measurement	26	45
Fundraising	22	38
Critical thinking	19	33
Legal and regulatory	18	31
Human resource management	18	31
Data-driven decision making	18	31

The syllabi offered nine competencies in addition to the 66 that were identified in the literature and by the sector’s membership organizations. They are: cultural competence, crisis management, the future of nonprofit organizations, finance, professional development, sustainability, team building and leading, the role of nonprofit organizations, and research methods. The most frequently occurring competency among those newly identified from the syllabi was research methods, appearing 15 times, in 26% of the syllabi. This was not surprising because research is a fundamental component of any graduate education program. However, none of the nine competencies contributed by the syllabi were found among the most frequently occurring competencies.

## **Competency Summary**

In all, 66 unduplicated NME competencies were found in the documents published by the sector's three membership organizations (NLA, NASPAA, NACC) and in the peer-reviewed literature that was examined. An additional nine competencies were contributed by the 58 syllabi collected. The most frequently occurring of those is research methods, which reflects one of the academic priorities of graduate education and occurred 15 times among the syllabi. The nine competencies contributed by the syllabi were added to the list of 66 competencies from the literature and membership organizations, to create a single list of 75 competencies.

Figure 6 shows the distribution of common and unique competencies taken from all three sources.



*Figure 6.* Distribution of common and unique competencies taken from all three sources.

Figure 7 depicts the competencies from all sources with an aggregated frequency of more than 15.

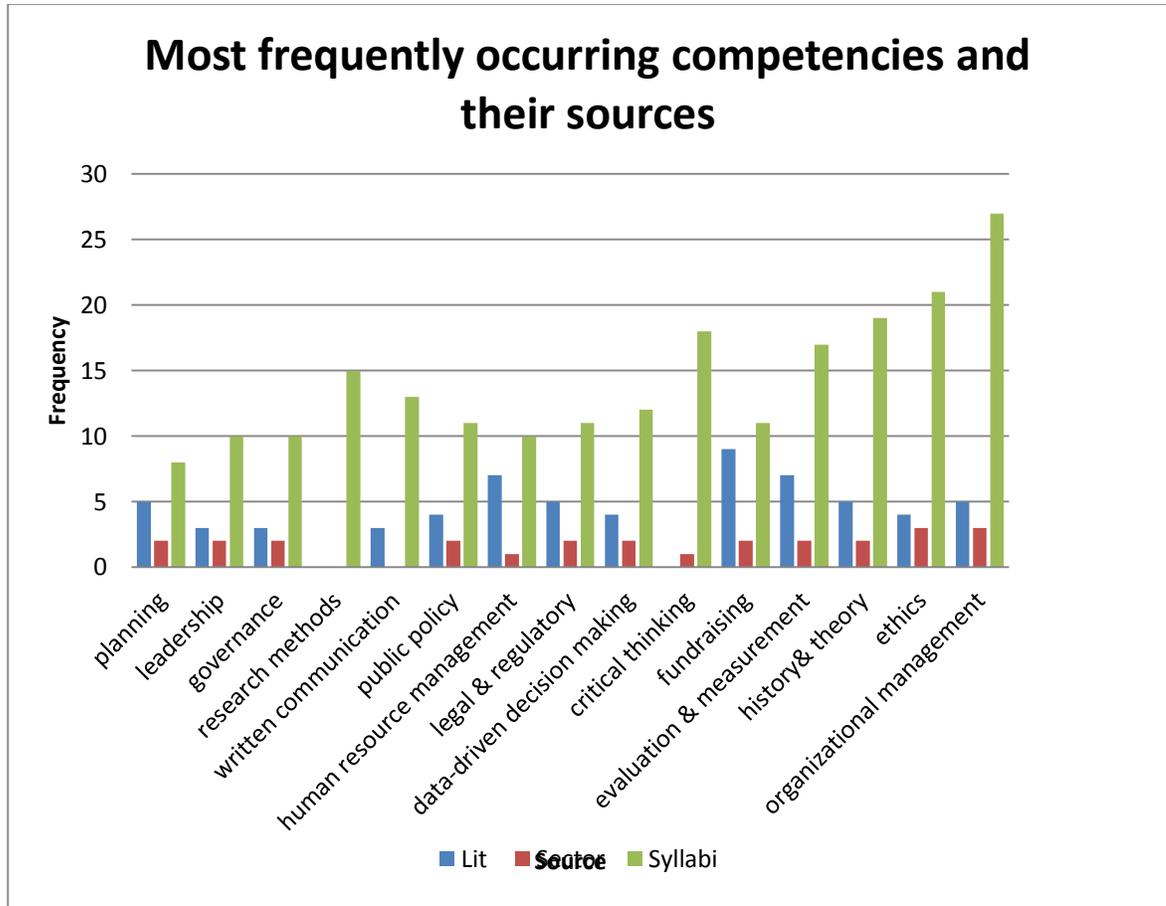


Figure 7. Most frequently occurring competencies and their sources

### Categories

For the purposes of this research, each of the 75 competencies was placed into one of the following categories: Intelligence, Behavior, Applied, and Theory. The competencies included in each category are listed in Appendices H, I, J, and K. The following definitions were used to categorize the competencies:

In their popular text on professional competencies, Spencer and Spencer (1993) define competency as follows:

A competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation. Underlying characteristic means the competency is a fairly deep and enduring part of a person's personality and can predict behavior in a wide variety of situations and job tasks. Causally-related means that a competency causes or predicts behavior and performance. Criterion-referenced means that the competency actually predicts who does something well or poorly, as measured on a specific criterion or standard. (p. 9)

This was the definition of competency used for the purposes of this study.

### **Intelligence**

The researcher integrated the following descriptive definitions of leader behavior to classify 11% of the competencies as Intelligences: “Emotional intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness and social skills at appropriate times and ways in sufficient frequency to be effective in the situation.” (Boyatzis, Goleman, & Rhee, 2000) Rubin et al. (1989) describe these as affective characteristics and say, “...these characteristics derive from the need to deal in environments of limited resources and unlimited need. Some derive from the necessity of serving multiple centers of accountability. These characteristics include tolerance of ambiguity and willingness to take risks”. Pisapia (2009) tells us, “Today, leaders must understand that their organization is in constant development and position themselves to learn continuously from the environment while seeking high performance marks” (p. 6).

The competencies identified as Intelligences include: change management, critical thinking, influencing others, diversity, entrepreneurialism, environmental alignment, leadership, and interpersonal skills. Each of these competencies is an essential ingredient for successful leaders (Tschirhart, 1998; Larson et al., 2003; Ashcraft, 2001; Dolan, 2003; Heimovics & Herman, 1989; Jervis & Sherer, 2005; Rubin et. al., 1989; Wang & Ashcraft, 2012).

### **Behavior**

According to Boal and Hooijberg (2000), leaders need a large repertoire of behaviors, to be successful. Bolman and Deal (2013) describe frames as follows:

A frame is a mental model - a set of assumptions – that you carry in your head to help you understand and negotiate a particularly “territory”. A good frame makes it easier to know what you are up against and, ultimately, what you can do about it. (p. 10)

Pisapia (2009) states that framing and reframing are concepts by which leaders take in and process information across multiple perspectives, to generate learning.

The researcher associated the following nine competencies (accountability, audience development, collaboration, community organizing, conflict management, cultural competency, human resource development, team building and leading and values) as Behaviors. These competencies, when framed or re-framed, are the learned habits of mind, the mental models, through which leaders can act. They are the learned tactics that leaders use to scan and interpret the environment.

## **Applied**

Rubin et al. (1989) state:

Administrators of small to medium-sized organizations must master some practical, tangible, and measurable skills in order to run their organizations effectively. The need for most of these skills is not unique to administrators of nonprofit organizations. However, the package of essential skills may well be unique. These skills begin with Luther Gulick's POSDCORB and go on to include policy analysis' lobbying (to the extent it is legal), and advocacy skills; intra-organizational policy making; board and volunteer development and board and volunteer management; personnel management; alternative systems of management, planning and projection; management of information systems and accounting systems; skills research and program evaluation; resource management and facilities management; marketing; public relations; problem solving and decision making; meeting management and group work; skills in verbal and written communication; coalition building and inter-organizational collaboration; and financial development, including fund raising from corporate, individual, and foundation sources, government contracting, earned income operations, and income generation (p. 285).

Applied competencies are those basic business skills that nonprofit workers must have to be effective in the workplace. They are learnable, transferable and applicable to a wide range of business settings. Forty-nine of the 75 competencies, 65%, have been classified as Practice competencies. Practice was the largest category of competencies,

fifty-one percent larger than any of the other categories, which together comprise 35% of the total.

### **Theory**

Nine competencies (advocacy, comparative perspectives, ethics, future of NPO's, role of NPO's, history and theory, philanthropy, public policy, and scope and significance of the sector) have been categorized as Theories because they are connected to a body of academic study and theory, independent of the nonprofit sector.

Table 15

#### *Competency Categories*

Category	# of Competencies	%
Intelligence	8	11
Practice	49	65
Behavior	9	12
Theory	9	12

The synthesized list of 75 nonprofit leadership competencies is included in Appendix F.

### **Summary**

This chapter reviewed the competencies and their frequency from among three sources. The results were synthesized into a list of 75 nonprofit leadership competencies. There was significant overlap among of competencies among the sources. The following

chapter presents the conclusions and discussion drawn from these findings and suggests areas for future research

## **CHAPTER FIVE**

### **Summary of Key Findings, Discussion, and Recommendations**

#### **Summary of Key Findings**

The purpose of this study was to identify, examine and synthesize nonprofit management education (NME) leadership competencies identified in the literature and those identified by the Nonprofit Academic Center Council (NACC, 2011), the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) and the Nonprofit Leadership Association (NLA [formerly American Humanics]). Once catalogued and analyzed these leadership competencies were compared with those named in syllabi of 35 independent, specialized nonprofit management graduate degree programs to create a single list of nonprofit management leadership competencies. The analysis was used to identify and discuss the different leadership competencies recommended in the literature and by professional organizations compared with leadership competencies actually taught in the sampled syllabi. The study presents a comprehensive list of leadership competencies that reflect the priorities of researchers, academicians, and the sector's accrediting organizations that could prove helpful to those developing the increasing number of graduate nonprofit management education programs in the future.

To do this, the researcher analyzed the NME competencies identified by the NLA, NACC and NASPAA; the competencies identified in the selected peer-reviewed

literature, and those identified in the course titles and syllabi of respondent programs. The following research questions were addressed:

Research question: To what degree do the leadership competencies identified in the sector's membership organizations and peer-reviewed literature match the competencies identified in the syllabi of the sample of 35 independent nonprofit management programs?

- Sub-Question: Which leadership competencies are identified in the literature or by the membership organizations but have not yet been incorporated into the population of the 35 programs?
- Sub-Question 2: Which leadership competencies are included in the syllabi of the population of independent, graduate NME programs but not identified in the literature or by the membership organizations?

### **Key Findings**

Finding 1: There is significant (60%) overlap in the 43 leadership competencies between the literature and the sector's membership organizations. There is more overlap (83%) between the synthesized membership organization/literature list and the syllabi competency list than there is between the literature and sector's membership organizations. The competencies from the syllabi more closely match the literature and the sector's membership organizations than the literature and membership organizations match each other.

The first source of competencies examined were those from the sector's three membership organizations. This source provided 43 competencies from three documents. The second set of documents examined were nine peer-reviewed journal articles about nonprofit management education. Of the 43 competencies identified by the membership organizations, thirty-five, or sixty percent, were shared by the peer-reviewed literature. From the peer-reviewed literature, another eight competencies were added, for a total of 66 competencies from all sources. Fifty-eight of these 66 competencies, 87% percent, also appeared in the syllabi. The syllabi contributed another nine competencies to the list.

Finding 2: Few, only eight of the 75 competencies (11%) were found in the literature and sector membership organizations but not in the syllabi: Interpersonal skills, youth and adult development, networking, TQM, comparative perspectives, audience development, lobbying and conducting effective meetings. TQM, or total quality management, is a specific management approach that was identified once in the work of Tschirhart (1998). Lobbying was not specifically identified in the syllabi, but public policy was, and lobbying may be included in those courses, but not specifically identified.

Finding 3: Only eight competencies from the syllabi, or 11%, were not already identified by the membership organizations or the literature. Eighty-nine percent of all competencies found in the syllabi, match those already identified in the literature and in the documents from the membership organizations.

In addition to research methods which appeared in 15 of the syllabi, the following competencies were unique to the syllabi:

- ‘The role of nonprofit organizations’ appeared in six of the 58 syllabi and
- ‘Sustainability’ and ‘team building’ appeared in four of the syllabi.
- ‘Professional development’ appeared in two syllabi
- ‘The future of nonprofit organizations’, ‘crisis management’, and ‘cultural competence’ each appeared in one syllabus.

Finding 4: Leadership, as a discrete competency, does not figure prominently among the NME competencies. Of the 75, eight were identified as intelligences associated with leadership, including change management, influencing others, diversity, entrepreneurialism, environmental alignment, leadership, critical thinking, and interpersonal skills. These eight competencies were present in twenty-two sources (or 11%) from the collection of three membership organizations, nine peer-reviewed articles and 58 syllabi. Although of all the competencies and competency groups, these might be most closely associated with leadership, they did not occur frequently among the sources.

Leadership was explicitly identified as a competency in only three of the nine peer-reviewed articles examined. It was included in two of the three membership organizations, NASPAA and NACC. It was not explicitly stated by the NLA as a nonprofit management competency. Leadership was specifically identified in only 10, of 17%, of the 58 syllabi examined.

Among the three groups in Tschirhart’s (1998) study, managers, students and faculty, there were significant differences in the importance they placed on leadership as a competency. Managers ranked leadership highest; as the single most important competency, with a mean score of 4.85 out of a possible 5. Students ranked leadership 6<sup>th</sup> in importance with a mean score 4.41 out of a possible 5. Faculty ranked leadership

lowest among the group, at number 11 in importance, with a mean score of 4.22 out of a possible 5. According to Tschirhart (1998), the areas of difference highlight the unique perspectives of the different stakeholder groups and their potential contributions to the design of curriculum. Tschirhart's study was the only study that included leadership as a distinct competency.

## **Discussion**

This study focused on assessing the commonalities in the nonprofit management education competencies identified addressed by the three sources of information: the sector's membership organizations, the selected peer-reviewed literature and the syllabi from the respondent programs. The study suggests that there is significant agreement among the sources about the competencies necessary for NME.

There is mention of leadership in several of the syllabi. The syllabus for PPPM 426/526 – Strategic Planning, from the University of Oregon's Nonprofit Management Program, states that the course includes strategy formation, strategic planning and environmental scanning, all of which require leadership to execute. The syllabus for Worcester State University's Seminar in Critical Issues for Nonprofit Management, NM 931, states that among the student learning goals is, "to learn to function within an outer, larger environment over which we have little control". This refers to Kim and Mauborgne's (2006) edge of chaos, from which, they tell us, innovation emerges.

Language describing leadership is included in the sector's membership documents, as well. For example, the NACC document states, "The need for managers and leaders who understand the significance of and know how to integrate impact analysis into a planning process is high" (NACC, 2009. p. 5). And, "The need for

nonprofit leaders to communicate their relevance to larger foundation and corporate agendas was also noted” (NACC, 2009, p. 5). Both of these statements are clear references to the fundamental leadership competencies.

Likewise, the NME literature is replete with reference to leadership, although not specifically to leadership as a competency. In their analysis of the essential competencies for effective nonprofit managers, Rubin et al. (1989) identify tolerance of ambiguity and creativity in problem solving among the affective characteristics of nonprofit leaders. Makadok and Barney (2001) characterize strategic leadership as the leader’s ability to gain market advantage over competitor by appropriating their organization’s valuable, unique, inimitable resources to gain advantage over competitors for the same resources. Because nonprofits lack a fiscal bottom line, “advantage” is often hard to define or identify, and leaders are left to intuit priorities and action.

Nutt and Backoff (1993) point out that nonprofit leaders are increasingly called on to improve efficiency, effectiveness and accountability to public and private funders, taxpayers, donors and a range of other stakeholders. They do so as their organizations step into the growing role as intermediary in the delivery of public goods and services, what Milward refers to as, “the hollow state” (Milward, 1994, p. 73). To lead successfully in this environment, a nonprofit leader must skillfully adapt mentally to environmental changes, most of which are beyond his or her control (Pisapia, 2009). Makadok and Barney (2001) tell us that successful nonprofit leaders leverage their organization’s capacity and capabilities in order to affect real impact or achieve organizational equilibrium. DiMaggio (1988) tells us “Nonprofit managers must, as a

group, cope with the challenges of goal ambiguity, multiple constituencies, and limited staff support (relative the giant enterprises that employ most MBA's)" (p. 137).

Henry Mintzberg (1994) describes strategic leadership as, "a synthesizing process utilizing intuition and creativity whose outcome is an integrated perspective of the enterprise" (p. 10), directs leaders into the unknown. Collins and Porras (1997) tell us that as strategic leaders reframe and re-align; they bring a new vision to life, translating it from intention to reality, as is often required of nonprofit leaders who must manage an ever changing cadre of programs and initiatives. Mezirow (1981) supports the idea that effective leaders bring followers to idealized goals when he tells us that transformational learning, like strategic leadership, brings about change such that the very structure of old assumptions is transformed, reminding us of Mezirow's disorienting dilemma, which leads to learning and in some cases reframing of purpose for the enterprise.

### **Recommendations for Future Research**

Based on the findings of this study, which encompassed the suggested NME competencies from the sector's three membership organizations, a selection of nine peer-reviewed articles on NME competencies, and 58 syllabi from nine (9) specialized, graduate nonprofit management programs, the following recommendations for further study are made:

1) Research should be conducted to determine the reason for the preponderance of "applied competencies" recommended for nonprofit management education across all sources used in this study.

2) Research should be conducted as to whether the addition of the theory of concepts of nonprofit management should be added to courses in NME programs.

3) Research should be conducted to compare how and whether leadership as a discrete competency is taught in the independent, specialized, graduate NME programs to how leadership is taught in NME programs within the context of generalized degree programs such as the MBA, MPA, or MSW.

4) Research should be conducted to determine how and whether leadership is taught in general management programs closely related to nonprofit management, such as public administration, business, social work and education.

5) Research should be conducted as to whether strategic leadership is a viable approach to nonprofit leadership.

6) Research should be conducted as to how, and whether strategic leadership as a competency, should be included in the competency list of NME programs.

7) Research should be conducted for the NME manager/leader as to the role of information technology and related technology-focused skills for marketing, decision-making, data analysis, social networking and marketing, “shared workplaces for communities of practice (CoPs)” (Bryan, 2013, p. 4) and “online communities of practice (OCOP)” (Bryan, 2013, p. 4), grant preparation and procurement, and cost accounting and management of fiscal resources..

In our current world, having access to information and knowing how to use that information has become an integral part of being an educated citizen. Today’s information is a dynamic, living thing that is being changed drastically and at warp speed by technology. As we all know information overload is occurring at exponential rates and we are being asked to change or to move out of the way.

For our communities to remain vibrant, we must have a citizenry (and NME leaders) that possess the skills necessary to perform in this constantly changing environment, but the (NME manager). . . must also be able to morph into the needs of the next stage of this information evolution. . . . we need to nurture “strong, self-reliant individuals (and leaders) with expanded capacity for accomplishment . . . (Bryan, 2013, pp. 1-2).

### **Summary**

This study focused on assessing the competencies addressed by the three sources of information; the sector’s membership organizations, the selected peer-reviewed literature and the syllabi from the respondent programs. The study brought to light several areas of interest in the pedagogy of the nonprofit management education community. The first area is the preponderance of applied skills suggested as nonprofit management education competencies. Next, the differences with which leadership is taught in the independent, specialized NME programs, in the NME programs in the context of generalized degree programs, and in related programs, such as public administration, business or social work. Because all three sources of competencies include strategic leadership as a competency by inference, it is likely that it is an important nonprofit management skill and should be specifically included as an NME competency. A broad range of skills and abilities, learned and intrinsic, are considered essential nonprofit leadership competencies by the three sources, however, strategic leadership is not specifically included among them. This research suggests that although strategic leadership is not specifically mentioned among the source documents, it is

included by inference, and is a preferred approach to nonprofit leadership and should be specifically included as a nonprofit management competency.

## **APPENDICES**

## APPENDIX A

Dear Colleague:

The purpose of this letter is to introduce and support Karen Fay – doctoral candidate in the College of Education. As an enthusiastic supporter of doctoral level research, I would like to encourage your participation as Ms. Fay engages in data collection for her dissertation. The intent of the research is to examine the fundamental competencies in graduate nonprofit education. Your program has been selected for this study as the sample includes independent, specialized graduate nonprofit management programs.

The research is focused on identifying the knowledge base (core themes, concepts and goals) that make up the essential components of independent, specialized graduate nonprofit management programs and comparing them to the competencies identified in the literature and by the nonprofit sector's membership organizations, NASPAA, NLA and NACC.

Ms. Fay will require electronic copies of the syllabi for the required courses in your program as she will be conducting content analysis on those documents.

I know your time is valuable and I appreciate your support of this graduate research.

Sincerely,

Valerie C. Bryan, Ed.D.  
Professor, Department of  
Educational Leadership &  
Adult & Community Education  
Florida Atlantic University

Ronald C. Nyhan, Ph.D.  
Assistant Professor  
Department of Public Administration  
Florida Atlantic University

## **APPENDIX B**

### **Nonprofit Leadership Alliance Competencies:**

Communication, Marketing & Public Relations: Highlights knowledge, attitudes and activities that nonprofit organizations use to understand, inform and influence their various constituencies.

Cultural Competency and Diversity: Highlights the development of cultural competency preparation for professional practice in culturally diverse settings.

Financial Resource Development & Management: Highlights financial resource acquisition, budgeting, financial management, control and transparency in nonprofit organizations.

Foundations & Management of the Nonprofit Sector: Highlights the history, contributions, and unique characteristics of the nonprofit sector and its management.

Governance, Leadership & Advocacy: Highlights the stewardship and advocacy roles, responsibilities and leadership of the board of directors, staff and volunteers in the development of policies, procedures, and processes by which nonprofits operate and are held accountable.

Legal & Ethical Decision Making: Highlights basic laws, regulations and professional standards that govern nonprofit sector operations, including a basic knowledge of risk and crisis management, ethics, and decision-making.

Personal & Professional Development: Highlights the nature of employment in the nonprofit sector, from researching career opportunities, applying and interview for a job, to continuing professional development.

Program Development: Highlights program design, implementation, and evaluation strategies applicable to all nonprofits (youth services, arts, environment, health, recreation, social services, advocacy, etc.).

Volunteer and Human Resource Management: Highlights the knowledge, skills, and techniques for managing volunteer and paid staff.

Future of the Nonprofit Sector: (This is a NEW competency based on comments from 2011 Competency Revalidation Survey and Stakeholder Feedback). Highlights the dynamic nature of the nonprofit sector, the importance of continuous improvement, emerging trends and innovations, and the critical role research plays in shaping best practices (Competency listing, 2014).

## APPENDIX C

### Nonprofit Academic Centers Council Competencies

The competencies identified by the NACC are organized in numbered sections and include sub-categories of skills and competencies. They include:

- 1.0 Comparative Perspectives on the Nonprofit Sector, Voluntary Action and Philanthropy
  - 1.1 The impact of global social, economic and political trends on the role and function of voluntary action, civil society, the nonprofit sector and philanthropy
  - 1.2 How individual philanthropy, voluntary behavior and volunteerism is expressed in different cultural contexts
  - 1.3 The structure and regulation of philanthropic and voluntary behavior within different political contexts, including formal, informal and alternative associational forms
  - 1.4 The role of various religious traditions in shaping philanthropy and voluntary behavior
  
- 2.0 Scope and Significance of the Nonprofit Sector, Voluntary Action and Philanthropy
  - 2.1 The role and function of philanthropic, nonprofit, voluntary and civil society organizations
  - 2.2 The size, impact of, and trends in philanthropy, voluntarism and the nonprofit/nongovernmental sector
  - 2.3 The diversity of types, forms and language that is used to describe voluntary action within society
  - 2.4 The diversity of activity undertaken by nonprofit, voluntary and civil society organizations, including both charitable and mutual benefit organizations, as well as those formally and informally structured
  - 2.5 The relationship and dynamics among and between the nonprofit, government and for-profit sectors
  
- 3.0 History and Theories of the Nonprofit Sector, Voluntary Action and Philanthropy
  - 3.1 The history and development of philanthropy, voluntarism, voluntary action, and the nonprofit sector within particular contexts and how this experience compares to the development of comparable sectors in various parts of the world

- 3.2 Civil society, social movements and related concepts that are important to our understanding of philanthropic behavior and voluntary action
  - 3.3 Theoretical explanations of the emergence of the nonprofit sector, including (but not necessarily limited to) political, economic, religious and socio-cultural perspectives
- 4.0 Ethics and Values
- 4.1 Values embodied in philanthropy and voluntary action, such as trust, stewardship, service, voluntarism, civic engagement, freedom of association and social justice
  - 4.2 The foundations and theories of ethics as a discipline and as applied in order to make ethical decisions
  - 4.3 Issues arising out of the various dimensions of diversity and their implications for mission achievement
  - 4.4 Standards and codes of conduct that are appropriate to professionals and volunteers working in philanthropy and the nonprofit sector
- 5.0 Nonprofit Governance and Leadership
- 5.1 The role of nonprofit boards and executives in providing leadership at the organizational, community and societal levels
  - 5.2 The history and function of governance and the role of boards and executive leadership in achieving the mission and vision of nonprofit organizations
  - 5.3 The history, role and functions of nonprofit governing boards and how these roles and functions compare to governing boards in the public and for-profit sectors
  - 5.4 The role of nonprofit boards and nonprofit executives as leaders whose role is both to make strategic choices that will lead to greater mission achievement and to advocate for those being served by the work of the nonprofit organization
  - 5.5 The process of board development as a tool to not only create effective governing boards but also to ensure a successful board-executive relationship
- 6.0 Public Policy, Advocacy and Social Change
- 6.1 The various roles of nonprofit organizations and voluntary action in effecting social change and influencing the public policy process in both national and international contexts

- 6.2 Public policies of significance to the nonprofit sector and their past, current, and potential impact on the sector, nonprofit organizations, and philanthropic behaviors
- 6.3 How individuals as well as nonprofit organizations can shape public policy through strategies such as community organizing, public education, policy research, lobbying, and litigation
- 6.4 The role of board members, staff and volunteers as agents of and for social change, grounded in particular mission-driven efforts

## 7.0 Nonprofit Law

- 7.1 The legal frameworks within which nonprofit organizations operate and are regulated
- 7.2 The legal rights and obligations of directors, trustees, officers and members of nonprofit and voluntary organizations
- 7.3 Legal and tax implications related to charitable giving, advocacy, lobbying, political and commercial activities of tax-exempt nonprofit organizations
- 7.4 Oversight responsibilities of national and sub-national regulatory bodies

## 8.0 Nonprofit Economics

- 8.1 Economic theory as it applies to the nonprofit sector and as understood in multi-sector economies
- 8.2 The impact of market dynamics on the sector as a whole, within nonprofit sub-sectors and between and among the public, for-profit and nonprofit sectors

## 9.0 Nonprofit Finance

- 9.1 Theory of nonprofit finance, including knowledge of the various types of revenues pursued by nonprofit organizations, the strategic choices and issues associated with each type of revenue, and the methods used to generate these revenues
- 9.2 The relationship between and among earned income, government funding and philanthropic gifts and grants as sources of revenue, and how each can influence fulfillment of an organization's mission
- 9.3 The history and function of philanthropic gifts and grants as distinctive dimensions of the nonprofit sector

- 9.4 The emergence, growth and implications of government funding as a significant source of sector revenue
- 9.5 The history, expansion and implications of earned income as a significant source of nonprofit sector revenue
- 9.6 Recent and emerging trends in sources of sector revenue, e.g., micro-enterprise, social enterprise and entrepreneurship, and a critical examination of their use as a means of and for mission achievement

## 10.0 Fundraising and Development

- 10.1 The various forms and structures in and through which organized philanthropy occurs
- 10.2 Components and elements that are part of a comprehensive fund development process

## 11.0 Financial Management and Accountability

- 11.1 The role and function of financial literacy, transparency and stewardship in the effective oversight and management of nonprofit organizational resources
- 11.2 Application of accounting principles and concepts including financial and managerial accounting systems (including fund accounting) in nonprofit organizations
- 11.3 The analysis and use of accounting information in financial statements and other reports as needed for responsible stewardship, including a critical examination of social accounting
- 11.4 Financial management including financial planning and budgeting, management of cash flows, short- and long-term financing, investment strategies, and endowment management policies and practices

## 12.0 Leadership, Organization and Management

- 12.1 Theories of leadership and an understanding of the role of leaders in building effective and sustainable organizations
- 12.2 Theories of organizational development and behavior and their application to nonprofit and voluntary organizations
- 12.3 What it means to “manage to the mission,” i.e., how management and accountability are different within nonprofit and voluntary organizations

- 12.4 The role, value and dynamics of multiple stakeholders and networks in carrying out activities and fulfilling the mission
- 12.5 The role of strategic thinking and management, organizational planning and project management, including an ability to identify, assess and formulate appropriate strategies and plans
- 12.6 The role of nonprofit leaders in generating new ideas and new strategies to meet needs in the community

### 13.0 Nonprofit Human Resource Management

- 13.1 Human resource issues within both formal and informal nonprofit organizations and how human resource issues in nonprofit organizations are different from the experience in public and for-profit organizations
- 13.2 The role, value and dynamics of volunteerism in carrying out the work and fulfilling the missions of nonprofit organizations
- 13.3 Issues of supervision and human resource management systems and practices relevant to both paid and unpaid employees
- 13.4 The dimensions and dynamics of individual and organizational diversity within the nonprofit sector and their implications for effective human resource management

### 14.0 Nonprofit Marketing

- 14.1 Marketing theory, principles and techniques, in general, and as applied in a philanthropic and nonprofit environment (including the dynamics and principles of marketing “mission” in a nonprofit context)
- 14.2 The specific application of marketing theories to the development of financial and non-financial sources of support, e.g., fundraising, social marketing and entrepreneurial ventures
- 14.3 The link between marketing theories and concepts and their use in nonprofit organizations, e.g., strategies in organizational communication and public relations
- 14.4 Stakeholder theory and its effective use and function in the nonprofit context  
(NACC, 2007 pp. 7-11)

## **APPENDIX D**

### **NASPAA COMPETENCIES**

Standard 5 Matching Operations with the Mission: Student Learning

5.1 Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and public service values.

The required competencies will include five domains: the ability

- to lead and manage in public governance;
- to participate in and contribute to the policy process;
- to analyze, synthesize, think critically, solve problems and make decisions;
- to articulate and apply a public service perspective;
- to communicate and interact productively with a diverse and changing workforce and citizenry.

5.2 Mission-specific Required Competencies: The program will identify core competencies in other domains that are necessary and appropriate to implement its mission.

5.3 Mission-specific Elective Competencies: The program will define its objectives and competencies for optional concentrations and specializations.

5.4 Professional Competencies: The program will ensure that students learn to apply their education, such as through experiential exercises and interactions with practitioners across the broad range of public affairs, administration, and policy professions and sectors.

Rationale:

An accredited program should implement and be accountable for delivering its distinctive, public service mission through the course of study and learning outcomes it expects its graduates to attain. The curriculum should demonstrate consistency and coherence in meeting the program's mission. While an accredited degree program must meet basic minimal performance criteria, NASPAA recognizes that programs may have different profiles with varying emphases. The program being reviewed should demonstrate how its curricular content matches the profile emphasized in its overall mission. Whatever competencies the program designs, the learning outcomes should reflect public service values. Programs should strive to assure that their students can apply to real world problems the concepts, tools, and knowledge they have learned.

Graduate competencies equip the student to demonstrate knowledge and understanding that is founded upon, extends and enhances that typically associated with the Bachelor's level, and provides a basis or opportunity for originality in developing and applying ideas. Students should be able to apply their knowledge, understanding and problem solving abilities in new or unfamiliar environments within broader or multidisciplinary contexts related to public affairs, administration, and policy. They have the ability to integrate knowledge and handle complexity. For example, they can formulate judgments with incomplete information, including reflection upon social and ethical responsibilities linked to the application of their knowledge and judgments.

## APPENDIX E

### The Selected Peer-Reviewed Literature

Ashcraft, R. F. (2001). Where nonprofit management education meets the undergraduate experience. *Public Performance & Management Review*, 25(1), 42-56.

Dolan, D.A. (2002). Training needs of administrators in the nonprofit sector: What are they and how should we address them? *Nonprofit Management & Leadership*, 12(3), 277-292.

Heimovics, R. D., & Herman, R. D. (1989). The salient management skills: A conceptual framework for a curriculum for managers in nonprofit organizations. *American Review of Public Administration*, 19(4) 297-312.

Jervis, K., & Sherer, P. (2005). The course development process for an integrated nonprofit management course concentration: business competencies needed for nonprofit careers. *Journal of Public Budgeting, Accounting & Financial Management*, 1(2) 249-275.

Larson, R. S., Wilson, M. I., & Chung, D. (2003). Curricular content for nonprofit management programs: The student perspective. *Journal of Public Affairs Education*, 9(3), 169-180.

Mirabella, R. (2007). University-based educational programs in nonprofit management and philanthropic studies: A 10-year review and projections of future trends. *Nonprofit and Voluntary Sector Quarterly*, 36(4) 11S-27S

Rubin, H., Adamski, L., & Block, S. (1989). Toward a discipline of nonprofit administration: Report from the Clarion Conference. *Nonprofit and Voluntary Sector Quarterly*, 18(3), 279-286

Wang L, & Ashcraft, R., (2012). Needs assessment and curriculum mapping: Enhancing management skills of the nonprofit workforce, *Nonprofit Management & Leadership*, 23(1), 121-136

Tschirhart, M. (1998). *Nonprofit management education: Recommendations drawn from three stakeholder groups*. In M. O'Neil & K. Fletcher (Eds.), *Nonprofit management education: U.S. and world perspectives* (pp. 61-80). Westport, CT: Praeger.

## **APPENDIX F**

### **The List of 75 Nonprofit Competencies**

accountability  
accounting  
advocacy  
audience development  
board development  
budgeting  
business planning  
change management  
collaboration  
communication  
community organizing  
community outreach  
comparative perspectives  
conducting effective meetings  
conflict management  
corporate structures  
corporate ventures  
crisis management  
critical thinking  
cultural competency  
data-driven decision making  
development  
diversity

donor cultivation  
economics  
entrepreneurialism  
environmental alignment  
ethics  
evaluation & measurement  
finance  
financial management  
fundraising  
future of NPO's  
governance  
grantwriting  
history& theory  
human resource development  
human resource management  
influencing others  
information management  
internal control  
international issues  
interpersonal skills  
leadership  
legal and regulatory  
lobbying  
market issues  
marketing and communication  
networking  
organizational management  
performance management

philanthropy  
planning  
professional development  
program development/implementation  
public policy  
public relations  
public/private partnerships  
research methods  
revenue  
risk management and analysis  
role of NPO's  
scope and significance of the sector  
social entrepreneurship  
social media  
strategic planning  
sustainability  
team building and leading  
technology  
TQM  
values  
verbal communication skills  
volunteer management  
written communication  
youth and adult development

## **APPENDIX G**

### **Behaviors**

accountability

audience development

collaboration

community organizing

conflict management

cultural competency

human resource development

team building and leading

values

## **APPENDIX H**

### **Applied Competencies**

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

financial management

fundraising

governance

grantwriting

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

## **APPENDIX I**

### Intelligences

change management

critical thinking

diversity

entrepreneurialism

environmental alignment

leadership

influencing others

interpersonal skills

## **APPENDIX J**

### Theoretical Competencies

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

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