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THE RELATIONSHIP BETWEEN NONPROFIT CAPACITY BUILDING,
ORGANIZATIONAL LEARNING AND ORGANIZATIONAL EFFECTIVENESS:
A CASE STUDY OF STRENGTHENING COMMUNITIES FUND PROGRAM IN CENTRAL
FLORIDA

by

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A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Philosophy
in the Department of Public Affairs
in the College of Health and Public Affairs
at the University of Central Florida
Orlando, Florida

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Major Professor: Naim Kapucu

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ABSTRACT

Nonprofit capacity building programs and program activities positively influence perceived organizational effectiveness. Being able to link nonprofit capacity building to organizational effectiveness is a paramount concern for both nonprofits seeking capacity building programming and those entities, be it foundations or government that fund capacity building initiatives and programs. Therefore being able to link nonprofit capacity building to organizational effectiveness and higher performance is crucial to ensure that both nonprofit organizations and funders continue to pursue and support capacity building programming. Through an examination of the developing hollow state and the resulting nonprofit capacity disparity this study demonstrates the purposeful need for the continuation of nonprofit capacity building programming and the support of such programming through outside private foundation and government funding.

Using a conceptual model developed from the literature on organizational learning and change this study examines the impact of capacity building programming, programming activities, organizational learning theory and perceived organizational effectiveness. The influence of the type of capacity building programming, i.e. traditional workshop and traditional workshop plus technical and financial assistance is investigated through the use of quantitative and qualitative methods. Specifically the quantitative methods utilized were descriptive including bi-variate correlation analysis, paired and independent T-tests, ANOVA and multiple regression. The qualitative analysis including examining open-ended survey question responses from two pre-post capacity building intervention surveys and one post program survey and the analysis of comments made in 10 focus groups. The influence of capacity building programming

activities, i.e. organizational development, organizational program development, organizational collaboration and organizational leadership is investigated through the use of multiple regression and qualitative analysis.

This study uses pre-, post-test survey data from a total of 43 nonprofit organizations that participated in the Strengthening Communities Fund in Central Florida Program, managed by the Center for Public and Nonprofit Management at the University of Central Florida. The two year program was offered in two identical 10 month cycles. Pre- and post-test data were collected from 23 participant organizations in Cycle 1 and 20 in Cycle 2. This study sought to identify the nonprofit capacity building programming modality and programming activities that contributed most to perceived organizational effectiveness.

According to the findings, nonprofit organizations seeking capacity building and funders looking to support capacity building programs should look to programs that offer activities that increase organizational leadership capacity and organizational program development. Increasing organizational leadership capacity and organizational program development contributes most to perceived organizational effectiveness. This study did not find support to recommend one particular capacity building training modality over another. Regardless of the method of capacity building program delivery, i.e. workshop and/or technical and financial assistance, programs which build organizational leadership capacity and organizational program development will greatly influence the perceived organizational effectiveness of the capacity building participant organizations.

I would like to dedicate my dissertation to the four most important people in my life,

past, present and future:

my father, Jimmie M. Broxton, Jr. who passed away January 23, 2010, I hope that you are proud

of me Daddy, I miss you and wish you were here;

&

my mother, Margaret M. Broxton, without whose support I would never have been able to reach

this high, thank you Mom for everything;

&

my son, Benton, thank you for all the love and kindness you show me every day;

&

the love of my life, Djuan G. Bragg, it is your flame that lights the way for me every day, thank

you from the bottom of my heart for loving me with your whole self and for giving me the life I

always dreamed of.

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LIST OF ACRONYMS/ABBREVIATIONS

CPNM – Center for Public and Nonprofit Management

CFCF – Community Foundation of Central Florida

HHS - US Department of Health and Human Services

SCF – Strengthening Communities Fund

SCFPCF – Strengthening Communities Fund Program in Central Florida

UCF – University of Central Florida

CHAPTER ONE: INTRODUCTION

1.1 Statement of the Problem

The traditional government hierarchical model where direct services to the public are provided by government institutions and managed by government employees has shifted to a model of governance where direct services are mostly provided by third party actors through tools of governance such as contracts and grants (Mirabella, 2001; Salamon, 2002). Third party actors include nonprofit organizations and nonpublic businesses that receive contracts and grants from a government entity to provide direct health and human services to the public (Mirabella, 2001). This has created a hollowing of the state, an increasing disconnect of government from its products and production lines and direct oversight of such products (Milward, 1994). Nonprofit organizations are the main actors in the hollow state providing more direct health and human service programs than federal, state or local government (Fredericksen and London, 2000).

The term “hollow state” is used to add depth to the description of privatization and contracting-out of government services. When utilized the term hollow state implies a method of policy implementation where nonprofit organizations produce and administer public goods in addition to a third sector governance model (Milward, Provan, and Else, 1993). The hollow state is shored up by nonprofit organizations whose role in American society has become increasingly co-dependent. In this context the hollow state developed from a decrease in direct service production from government agencies as a way to increase cost efficiency and allow

communities to implement policy and programs in a customized community approach (Fredericksen and London, 2000).

The term hollow state is also utilized as a continuum upon which “hollowness” is measured (Fredericksen and London, 2000). When nonprofit organizations enter into a contract or accept a grant to provide health and human service programs there is a level of assumption on the part of the grantor that the nonprofit organization has the capacity to fulfill the stipulations in the contract and effectively provide the service and/or program (Fredericksen and London, 2000). Whether or not the government contracts and funding will result in successful programs depends on the relative strength of a nonprofit organization’s infrastructure (Light, 2004). The general public is relying upon the nonprofit organization to provide quality and effective programs to meet their needs. When the contracting or grantee nonprofit organization does not have the capacity to provide effective programs and deliver services the state becomes more hollow and the local communities health and human service needs are not met (Fredericksen and London, 2000). The community members who need the services suffer from inadequate programs and service delivery and the general taxpaying public suffers as the money contracted or granted to the nonprofit organization is not securing its intended purpose. The entire community also suffers as the societal ills nonprofits are missioned to address (e.g., poverty, illiteracy, racism, environmental destruction, lack of affordable health care, joblessness), continue to exist (Eisenberg, 2000).

To combat capacity disparity both externally between communities and internally due to a nonprofits own lack of capacity, programs to build an organization’s capacity are becoming an accepted method for grantors to promote effectiveness and battle program service delivery

inconsistency (De Vita, Fleming, and Twombly, 2001). The need for capacity building programs is larger than a desire from funders to give nonprofit organizations the tools necessary to be sustainable organizations. It is also larger than a desire of nonprofit managers (McKinsey and Company, 2001) to increase their perceived organizational effectiveness. Contracting and granting to nonprofit organizations the responsibility of providing health and human services to the general public has become “the way of doing business” of our government (Salamon, 2002). As such governments and nonprofits alike want assurance that they will continue to exist in this role providing effective programs and services, and one way of doing this is through capacity building programs. While capacity building has been recognized by public administration scholars since the 1950’s, 60’s (Kapucu et al., 2011) and 70’s (Backer, 2000), capacity building is gaining attention as a philanthropy goal of government entities and foundations (Backer, 2000) as a way to support the growing hollow state.

Nonprofit organizations have for too long accepted the adage of doing more with less. The nonprofit sector itself expects both its paid and unpaid staff to be successful despite lack of human and capital resources that most for-profit businesses could not sustain. From this stance many nonprofits enter into capacity building activities. However, due to the expense of capacity building which is almost exclusively self-funded, nonprofits do not change simply to engage in change (Light, 2004).

There are a myriad of reasons why a nonprofit engages in capacity building. Often a nonprofit is reacting to an external pressure, i.e., a new government regulation, an increase in the number of clients utilizing programs and services, or a decline in public recognition. Capacity

building may also be engaged due to internal pressures, i.e. excessive staff turnover, not meeting financial development goals, or a decline in board of director participation (Light, 2004).

While there isn't one universally accepted definition of capacity building, generally it is considered an umbrella term used to describe all the activities a nonprofit organization engages in to fulfill its mission, become more sustainable and increase effectiveness (Backer, 2005; McPhee and Bare, 2001; Harrow, 2001). According to Light (2004) "[c]apacity is an output of basic organizational activities such as raising money, forging partnership, organizing work, recruiting and training board member, leaders and employees, generating ideas, managing budgets, and evaluating programs"(p.15). Capacity is consumed by an organization as it provides its programs and services and is then restored by the output process that created the capacity to begin with. The capacity building activities in which a nonprofit engages are intended to strengthen its financial development capability, volunteer and staff competence and program/service delivery aptitude to name only a few (Light and Hubbard, 2004). Many nonprofit capacity building activities focus on organizational improvements not improvements to services, projects, or programs provided to clients (Light, 2004).

Capacity building as a term is abstract and has come to mean different things depending upon the view. One view focuses on outputs, i.e. the activities related to capacity building, trainings, workshops, executive coaching, technical assistance, etc (Harrow, 2001). Another view lends itself to a discussion of outcomes, i.e. over all increased sustainability and effectiveness of the nonprofit organization (Cairns et al., 2005). And yet a third view includes a discussion of the need for capacity building as nonprofit organizations' role in building, sustaining and fostering community social capital increases (De Vita et al., 2001). Capacity

building is in itself a process that ultimately strengthens an organization so that it will be able to continue providing effective programs and services and make an impact in its respective community (Lake and Spann, 2000; De Vita et al., 2001).

The literature (De Vita and Fleming, 2001; McKinsey and Company, 2001; Light and Hubbard, 2004; Backer, 2000) has within it numerous studies demonstrating the design of capacity building programs. This study offers a scan of said programming to illuminate what the current literature offers in capacity building programming design. This environmental scan of capacity building literature is not meant as verification of what makes successful capacity building programs but as a demonstration of current literature. De Vita et al. (2001) offer five steps that should be completed when developing a capacity building program. Those steps are as follows; “1. Determine the basic needs and assets of the community, 2. Assess the number and types of nonprofit organizations in a community through mapping, 3. Identify the infrastructure that can be used to build nonprofit capacity, 4. Select appropriate capacity-building strategies, and 5. Monitor and assess progress on a periodic basis” (p. 30). The development of these steps demonstrates the needs to customize capacity building programs. With many different nonprofit organizations in a single community an overarching strategy to capacity building design will help capacity building program providers to strengthen communities where it is needed most (De Vita et al., 2001).

McKinsey and Company (2001) for Venture Philanthropy Partners developed seven elements to be included in nonprofit capacity building programs from a study of 13 nonprofit organizations that had completed capacity building programming. Understanding, like De Vita et al. (2001), the need to create an overarching capacity building design the seven elements seek

to develop shared aims that will address the myriad of nonprofit organizations. The seven elements are “aspirations, strategy, organizational skills, human resources, systems and infrastructure, organizational structure and culture” (pp. 33-34). Based on the afore mentioned study of 13 nonprofit organizations that had completed capacity building programming, McKinsey and Company (2001), offer these elements as a capacity building framework to guide the design of a capacity building program.

Light and Hubbard (2004) offer four elements that are key to developing a blueprint of what they call a capacity building engagement which is used interchangeably with program. The four elements are “the desired outcome or defining goal; the change strategy selected to help realize that goal; the champions guiding the efforts, be they internal or external, full-time employees or consultants; and the resources-time, energy and money-invested in the process” (p 16). Again these elements are not unlike those offered by De Vita et al. and McKinsey and Company. They seek to develop a single capacity building design strategy that if utilized will benefit the nonprofit organization no matter its size or purpose.

Backer (2000) contributes to this discussion in his environmental scan of the types of nonprofit capacity building programs offered by 40 foundations. Backer’s (2000) scan demonstrates eight “core components” (p. 1) of foundation sponsored capacity building programming. According to Backer (2000) “ effective capacity building programs sponsored or operated by foundations tend to be comprehensive, customized, competence-based, timely, peer-connected, assessment based, readiness based and contextualized” (p. 3). These components fit well with existing literature which highlights both the similarities and differences in the field. The fact that there are so many differing opinions as to the principle components of capacity

building programs highlights one of the main criticisms of the field that there is no set standard by which to measure an effective capacity building program design (Light, 2004; Backer, 2001).

There are also many studies (Backer, 2001; Harrow, 2010; De Vita et al., 2001) relating the activities a capacity building program should offer to strengthen nonprofits effectiveness. Activities relate to the specific topic being included in a capacity building program. Backer (2001) identifies 15 capacity building activities “advocacy, ethics, evaluation, financial management, general leadership, general management, governance, human resource management, information systems, legal marketing, operational management, organization, design and structure, planning, and resource development” (p. 80) that should be included. Harrow (2010) utilizes Ohiorhenuan and Wunker’s (1995) four categories of capacity building activities and corresponding examples in their Capacity Building Requirements Table in her article on capacity building. The categories and corresponding examples are “human resources-technical/ managerial/administrative/professional skills/training; organizational process-systems/procedures/processes/accountability; physical resources-budgetary position/financial ability to deliver objectives and external support-getting support of significant outsiders/groups for organizational goals” (p. 211). De Vita et al. (2001) offer as capacity building activities many of the same activities previously offered. Examples of activities include enhancing current leadership, developing new leadership, developing new resources-financial, human and physical, staff training, marketing, public relations, community education and advocacy, collaborations and outcome measurement. Whatever the activity it should offer tangible measureable outputs. For example a financial development campaign should produce actual income, board development should produce a more engaged and working board, and reorganization should

produce at the least a new organizational chart as well as policies and procedures, etc. (Light, 2004).

There is greater consensus among scholars as to the capacity building activities that should be offered over the design of effective capacity building programs. This disparity can be attributed to the lack of studies available on the influence of capacity building programs and program activities on perceived organizational effectiveness (Boris, 2001; Light and Hubbard, 2004). The main crux of this absence may be the difficulty determining what exactly makes a nonprofit effective and how that effectiveness is measured (Sowa et al., 2004; Herman and Renz, 1999). Unlike for profit businesses where effectiveness is often measured by how much profit was earned and the value of stock, the nonprofit sector has few objective measures of effectiveness (Light, 2004). Nonprofit organizations internally measure their effectiveness in a myriad of ways. A nonprofit may consider fulfilling its mission as a measure of effectiveness, or may consider outputs such as number of persons served, volunteers recruited and number of staff trained as a measure of effectiveness (Herman and Renz, 1999). From this fluid view determining the influence of capacity building programs on perceived organizational effectiveness has been difficult to quantify. Even so, the case for capacity building is linked between organizational capacity and perceived organizational effectiveness (Light, 2004).

Nevertheless, it is important to discuss capacity building in the context of determining the most effective capacity building programs for nonprofit engagement. No matter the delivery method the goal of all capacity building programs is to instruct an organization's staff, paid and unpaid, on how to build the best infrastructure to create a sustainable and effective organization (De Vita, 2001). Based on a survey of 1,140 employees of nonprofit organizations Light (2004,

p. 22) concludes that “the only way I know of doing so (achieving and sustaining effectiveness over time) is by building organizational capacity”. Important to this discussion is additional research on the influence of capacity building programs on nonprofit organization effectiveness.

1.2. Context of the Study: Strengthening Communities Fund Program in Central Florida

This study is based on the Strengthening Communities Fund Program in Central Florida (SCFPCF) which was designed by the Center for Public and Nonprofit Management (CPNM) at the University of Central Florida (UCF) to provide nonprofit capacity building programs to 80 community-based nonprofit organizations. Funded from a \$1.25 million grant from the United States Department of Health and Human Services’ (HHS) Strengthening Communities Fund (SCF), the SCFPCF was developed to provide capacity building programs. A requirement from HHS was that SCFPCF participant organizations must provide economic recovery programs and services in addition to other programs and service provided. The capacity building programming was provided in two 10 month cycles. Each program cycle was designed to provide a once a month, three hour, capacity building workshop training to 40 nonprofit organizations and also provide intense technical and financial assistance to a subset of 10 nonprofit organizations. Each of the 10 organizations receiving technical and financial assistance was provided their own masters level graduate research assistant (GRA) who provided 10 hours of technical assistance per week for a total of 400 hours of technical assistance over the course of the 10 month program. This core group of organizations also received additional technical assistance in grant writing, strategic planning, financial management and board policies and procedures from

professional consultants. Each of the 10 organizations that received technical assistance also received \$30,000 in financial assistance.

The SCFPCF was designed as an optimal capacity building program based on literature driven industry practices (De Vita and Fleming, 2001; McKinsey and Company, 2001; Light and Hubbard, 2004; Backer, 2000) and literature driven examples of capacity building program designs (Backer, 2001; Harrow, 2010; De Vita et al., 2001). The program combined both technical and financial assistance along with traditional workshop group training. The three hour once a month group workshop topics included: Introduction to Strategic Planning, Basic Financial Management for Nonprofit Organizations, Board Development, Grant Writing: The Art and the Science, Volunteers: Finding the Right Fit, Program Development, Program Evaluation, Leading for Success, Effective Board Governance, and Telling Your Story. It afforded the opportunity to multiple members of each organization, be it paid or unpaid staff, to participate in the workshop trainings, and where applicable, the technical assistance. Depending on the topic organizations were encouraged to send the appropriate person to the training. For example, bookkeepers were encouraged to attend Basic Financial Management, volunteer coordinators were encouraged to attend Volunteers: Finding the Right Fit and board members were encouraged to attend Effective Board Governance. In addition to attendance of specialized staff, organizational leadership team members were encouraged to attend every session.

Additionally the 10 organizations per cycle receiving technical and financial assistance worked with consultants to create or revamp their strategic plan, received personalized financial policies and a financial procedures assessment, received new or revamped board policies and procedures and received 10 additional hours of individualized grant writing training. The

masters level GRAs worked with an individual organization throughout the entire cycle providing 10 hours a week of direct and indirect service to the organizations. The GRAs provided technical assistance in a myriad of individualized organizational specific ways. Depending on the organization's most pressing need the GRAs were prepared to assist with providing a direct service to the organization. While organizations were encouraged to let the GRAs implement suggestions based on a particular workshop topic the GRAs worked at the discretion of the organization and therefore filled their highest priority need. For example, a few organizations wanted to undertake a client and community needs assessment but had been unable to afford the manpower. With the assistance of the GRA the organizations were able to complete the assessment.

Financial assistance was provided to the 10 organizations that also received technical assistance. Each organization was awarded a sub award of \$30,000 delivered in quarterly payments of \$7,500 each. The program grantor, HHS, provided very specific guidelines as to what the nonprofit organizations could not purchase with the sub award. Organizations were not allowed to “pay for organized fundraising or solicitation, pay for direct services, or augment or supplant direct service delivery funds with SCF monies, pay for medical/health-related activities or items, pay for construction or purchase of real property or support or promote inherently religious activities such as religious instruction, worship, or proselytizing. In addition, funds may not be used to build capacity to provide programs or services that include inherently religious activities” (“Strengthening Communities Fund Program Guide”, 2009).

The SCFPCF is a unique capacity SCF building program. While many capacity building programs provide some of the elements included in this program, the workshop training, the

technical assistance and financial assistance, none of the other SCF programs which received grants from HHS provide the same level of training and technical assistance represented by the SCFPCF. For example the SCFPCF provided over 400 hours of technical assistance to the core group of 20 organizations. From a cursory view of SCF programs at other universities around the nation, no program offered as many hours of technical assistance.

1.3. Purpose of the Study

The purpose of this case comparison study is to analyze the influence of different capacity building programs and activities in Cycle 1 and Cycle 2 of the SCFPCF. This study looks at the organizations that received the once a month workshop only capacity building program compared to the organizations that received the workshop capacity building program and the additional technical and financial assistance capacity building. Additionally, this study will compare and contrast the capacity building program activities, i.e. organizational development, organizational program development, organizational leadership development, and organizational collaboration, to determine the activity(ies) that uniquely influence perceived organizational effectiveness.

1.4. Research Questions

This study will endeavor to answer the following overarching question: “What is the role of capacity building programs in building effective community-based nonprofit organizations?” through the research into the following questions:

Q1: What is the influence of traditional workshop capacity building training on nonprofit perceived organizational effectiveness?

Q2: What is the influence of traditional workshop capacity building training and technical and financial assistance on nonprofit perceived organizational effectiveness?

Q3: What is the influence of organizational development nonprofit capacity building activities on nonprofit perceived organizational effectiveness?

Q4: What is the influence of program development nonprofit capacity building activities on nonprofit perceived organizational effectiveness?

Q5: What is the influence of collaboration nonprofit capacity building activities on nonprofit perceived organizational effectiveness?

Q6: What is the influence of leadership nonprofit capacity building activities on nonprofit perceived organizational effectiveness?

A model informed by the literature and research questions will be developed which demonstrates the relationship between capacity building activities → capacity building programming → organizational learning → perceived organizational effectiveness in chapter 2 of this study.

1.5. Significance of the Study

This study builds on and contributes to earlier studies on capacity building in nonprofit organizations. Although earlier studies have examined capacity building to determine the components of a successful capacity building program and the significant capacity building activities they did not evaluate the influence of capacity building programs and program activities on the nonprofits perceived organizational effectiveness. Identifying the type of capacity building program and the capacity building program activities that positively influence

perceived organizational effectiveness will further scholarly research in the area and have practical implications for nonprofit managers and funders of capacity building.

Chapter one has explored the problem of the development of the “hollow state” in the US which drives the urgent need for nonprofit capacity building programs to combat nonprofit capacity disparity. The context of this study was outlined and research questions were offered which direct the purpose of this study. The next chapter reviews the scholarly literature on nonprofit capacity building, capacity building programs and activities. The chapter also reveals relevant theoretical considerations as well as corresponding hypotheses. Chapter three outlines the methodology of the study including a discussion of the variables and chapter four reports the findings of the study. This study concludes with chapter five which discusses the findings and the theoretical, methodological and policy/managerial implications. A discussion of the limitations and the areas of future research to be explored conclude the study.

CHAPTER TWO: LITERATURE REVIEW

This chapter provides a review of scholarly work in nonprofit capacity building. A review of literature concerning nonprofit capacity building and perceived organizational effectiveness, nonprofit capacity building programs and nonprofit capacity building program activities of organizational development, organizational program development, organizational collaboration and organizational leadership will be discussed. From this review a theoretical framework will be gleaned from which hypotheses and a corresponding model that demonstrates the relationship between nonprofit capacity building, organizational learning and organizational effectiveness will be developed.

2.1. Nonprofit Capacity Building and Perceived Organizational Effectiveness

According to Light (2004) “[t]he case for capacity building hinges on finding a positive relationship between the activity and organizational effectiveness” (p. 86). Organizational effectiveness, as defined by the Packard Foundation is comprised of “a rich blend of strong management and sound governance that enables an organization to move steadily toward its goals, to adapt to change, and to innovate” (Light, 2004, p.100). The difficulty is in measuring organizational effectiveness and thereby offering an empirical link between organizational effectiveness and nonprofit capacity building. According to Light (2004, p.22) “the best we can do to test the link between organizational capacity and effectiveness is to ask employees to rate their own organization”, in essence asking for their perceptions on organizational effectiveness. For the purposes of this study, and adapted from the Packard Foundation definition (Light, 2004, p.100), perceived organizational effectiveness is defined as the unique perceptions of nonprofit organizations as relates to their organizational internal management and governance practices that propels their organization toward fulfilling its mission while adapting to the needs of the community that it serves.

There is a relationship between nonprofit capacity building and perceived organizational effectiveness. Based on an empirical study of 1,140 nonprofit organization employees Light (2004) found that organizations must continue to make adjustments to their internal and external environments to remain sustainable. Internal adjustments involve making changes in managerial process that enable the organization to run more effectively. Examples include increase staff competence, board of director and other key volunteer training and collaborating to reduce program costs and increase effectiveness. External adjustments involve making financial

development changes to increase revenue and diversify funding streams to decrease reliance on only a few funding sources (De Vita et al., 2001).

Measuring the impact of capacity building on perceived organizational effectiveness is not a simple process. Each capacity building activity works to improve some measure of perceived organizational effectiveness. The activity is designed to create an improvement, i.e., an organization that wants to improve its collaboration might work on an external engagement strategy, and an organization that wants to increase funding might work on creating a better case statement, and cultivating stronger media relationships. Light (2004, p. 90) offers a logic chain to explain the linkages between capacity building and perceived organizational effectiveness.

This logic chain is reproduced below.

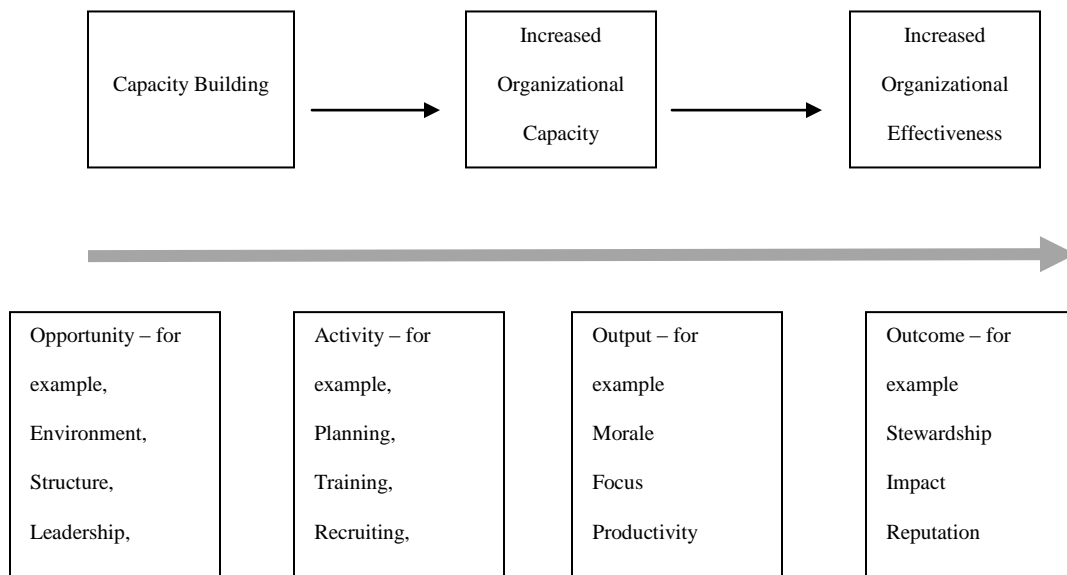


Figure 1 Linkages between Capacity Building and Organizational Effectiveness

2.2. Nonprofit Capacity Building Programs

Capacity building programs are most often divided into three categories: traditional workshop training, technical assistance and financial assistance (Backer, 2000). The first is the traditional workshop which offers training to a group of people in a lecture format. This type of capacity building program is often given at a regular interval over a specified time period. Each training offered covers a different general topic that relates to a specific area of organizational need (Backer et al., 2004).

The second type of capacity building program is technical assistance. Technical assistance can be provided in a small group setting or one-on-one to an organization's leadership. Technical assistance differs from workshop training in that its focus is on a specific topic or opportunity (Backer et al., 2004) like how to create a strategic plan or creating policies and procedures that are organization specific. While a capacity building workshop may include a generic discussion on strategic planning, technical assistance provides an organization specific strategic plan training and often results in a deliverable, i.e. an actual organization specific strategic plan.

The third type of capacity building is direct financial assistance. Direct financial assistance is very important to the capacity building process (Backer et al., 2004). Organizations need financial assistance to participate in the often costly capacity building programs and to be able to implement knowledge learned through the capacity building program. If an organization is not able to purchase the financial management software needed to implement the new financial policy and procedures recommended to increase perceived organizational effectiveness then the

capacity building program may not be effective. Knowledge without means for implementation stymies the capacity building process (De Vita et al., 2001).

2.2.1. Nonprofit Capacity Building Program Activities

Whether taking the form of a workshop, technical assistance or financial assistance it is the associated activities that build the capacity. “In practice capacity building refers most often to the activities that are designed to improve the performance of an organization by strengthening its leadership, management or administration” (Light and Hubbard, 2004, p. 13).

Light and Hubbard (2004) in their environment scan of 16 capacity building programs categorized capacity building program activities as dealing with an organization’s “external relationships, internal structure, leadership and internal management systems” (pp. 17-18). These four categories of activities include collaborations, financial development, volunteer and staff retention and recruitment, program outcome measurement, technology, organizational governance by senior staff and the board of directors, etc. These topics of capacity building programs can be categorized as organizational development, program development, collaboration and leadership.

As relates to financial assistance, it is not the amount of the financial assistance it is the activity of purchasing financial management software, IT infrastructure or executive coaching, etc. that increases organizational capacity. In order for financial assistance to contribute to capacity building and overall perceived organizational effectiveness the assistance must build infrastructure. The activities associated with financial assistance can also be categorized as building organizational development, program development, collaboration and leadership.

2.2.2. Organizational Development

Organizational development is a system wide effort that is planned and led from the top of the organization to create process change that will increase organizations' effectiveness in carrying out its mission (Backer, 2000). Organizational development and change grew as a practice out of organizational research done in the 1950's. It didn't fully develop into a practice until the 1960's. During that time, many scholars were debating the focus of organizational development with two schools of thought: what organizations look like as they go through change and what the internal management structures looked like during that change (Gallos, 2006).

From a scholarly perspective the current state of organizational development is not that different from the 1960's. There is still debate as to the focus (Gallos, 2006). Gallos (2006) questions if the goal of organizational development is to reform organizations so that they become better places for people to work or should the focus be on creating organizational systems that are client-focused ensuring that the client's experience is the paramount goal of the organization. From a review of capacity building literature organizational development encompasses both focuses (De Vita and Fleming, 2001; McKinsey and Company, 2001; Light and Hubbard, 2004; Backer, 2000).

While the concepts of organizational development and capacity building seem very similar the differences lie in the scope of the proposed organizational change. Organizational development encompasses a total organizational change or shift where capacity building is more activity specific and may not reform the entire organization. Capacity building can lead to total organizational development and change but is not necessary to be successful (Light, 2004). A

particular organization may only need capacity building in a singular area, such as financial management. While building financial management will contribute to an organization's development it may not reform all the systems of an organization. Organizational development encompasses all types of change including structural and cultural and not just activity specific.

2.2.3. Program Development

Program development capacity is the frontline of an organization's ability to create community impact (*Innovation Network*, 2004). Program development includes the processes necessary for an organization to assess the needs of its clients, create services and service delivery systems to meet those needs, evaluate the effectiveness of the program and make changes based on the results of the evaluation. Without an understanding of program development nonprofit organizations find themselves with programs that no longer meet its clients' needs, are no longer fundable and no longer resonate with the organizations' mission.

Many nonprofit organizations exist to provide programs and services to the public. Capacity building programs can increase an organization's ability to plan for program development. Program development capacity building can be offered as training and/or technical and financial assistance.

2.2.4. Collaboration

Organizations that do not collaborate with other organizations are more likely to experience hardships and failure (De Vita et al., 2001). Collaboration increases the impact of an organization by enabling it to leverage resources, combine programs and services and eliminate duplication. Collaboration is necessary for human resources paid and unpaid, financial

development, program development, client acquisition and public awareness, etc (Sanyal, 2006).

Without collaboration a nonprofit organization can become isolated and stagnant.

Collaboration has also become an important capacity building strategy (Sanyal, 2006).

While “how to” trainings on forming collaborations, which are the nuts and bolts of learning how to determine leadership, write an MOA, etc., are necessary, being able to network with other organizations in an informal setting to gauge collaborating possibilities is vital to forming collaborations between small organizations (De Vita et al., 2001). Network opportunities created through capacity building programs help organizations engage with their fellow community nonprofits.

2.2.5. Leadership

The leadership of a nonprofit organization is the bond that ties the organization together. That leadership comes in many different forms. A nonprofit’s leadership is not just the Executive Director. On the contrary it is the Board of Directors, the paid staff and key volunteers. All these people affect the organizations culture, structure and craft which in turn dictate the readiness and ability to institute the change needed for capacity building programs to influence organizational effectiveness (De Vita et al., 2001).

Strong leadership is necessary for effective capacity building. The leadership receives and internalizes the capacity building program and then must impart the information in a way that affects the organizations’ culture and structure. Through the craft of leadership an organization can integrate the capacity building program into its ‘way of doing business’.

2.3. Previous Studies

The research on the capability of capacity building programs to influence nonprofit perceived organizational effectiveness is limited. Most of the studies offer recommendations of best practices as to the type and scope of content capacity building programs should offer and the ways in which capacity building programs should offer such content (De Vita and Fleming, 2001; McKinsey and Company, 2001; Light and Hubbard, 2004; Backer, 2000). Previous studies also recommend which activities capacity building programs should offer to nonprofit organizations but do not offer empirical evidence to validate either the method of capacity building program delivery or which capacity program activity contributes most to increase effectiveness (Backer, 2001; Harrow, 2010; De Vita et al., 2001). The studies utilize scans of the types of programs and program activities being funded and offered by foundations as recommendation. This study seeks to add to the literature by discerning the method of capacity building programming and program activities that influence nonprofit perceived organizational effectiveness.

2.4. Theoretical Framework and Hypotheses

This section provides the theoretical perspective which is useful in explaining the relationship between nonprofit capacity building and the perceived organizational effectiveness of the SCFPCF participant organizations. The theoretical perspective discussed in this section is organizational learning. From a discussion of organizational learning a conceptual model is developed and presented and from the literature driven model hypotheses are then developed and offered.

For capacity building programs and activities to influence perceived organizational effectiveness the organization must be a learning organization. An organization that learns is open to expansion and is better able to handle crisis (Mano, 2010). All organizations have the capacity to learn. According to Argyris and Schon, “an organization may be said to learn when it acquires information (knowledge, understanding, know-how, techniques or practices) of any kind and by whatever means” (1996, p. 3). This learning process assumes that there is a procedure or treatment that imparts the “knowledge, understanding, know-how, techniques or practices” (p. 3) onto one who learns. Organizational learning begins when an individual takes action to resolve an organizational crisis. The realization of the crisis begins when the individual recognizes that the result of their action was not what was planned or expected to happen (Bess et al., 2011). From that knowledge needed change is developed. The action taken may include the introduction of new knowledge into the organization via a treatment or program (Bess et al., 2011). This procedure or treatment is the nonprofit capacity building program.

Organizational learning is a key component of a long-term successful organization. According to Bontis and Serenko (2009) organizational learning is accomplished through training and development. Training and development speaks directly to a capacity building program. As stated in this study there are two main types of capacity building program modality workshop programming, and technical assistance and financial assistance. This study is focusing on organizational learning as necessary for each of these modalities to influence perceived organizational effectiveness. The debate is still ongoing as to the one who learns; an individual, an organizational unit or the whole organization (Argyris and Schon, 1996).

There are many levels of an organization. The levels include the individual employee be it a front line receptionist, a technical expert, upper manager or CEO, the departmental unit which is comprised of a group of employees working on a specific business line, like marketing, communications and human resources, a division which includes like departments grouped together and the entire organization. Each one of these separate entities has the ability to learn. However if the knowledge held by each entity is not shared and incorporated into the culture and structure of the entire organization then the parts will know more than the sum (Argyris and Schon, 1996). According to Light, (2004, p. 65) “(o)rganizational improvement may produce a sum greater than the parts.”

For organizations to learn at each level (Perkins et al., 2007) the learning must be transferred to the other parts and organizational action must follow (Bess et al., 2011). If knowledge acquisition is not followed by the action of transference to and integration by the levels of the organization then organizational learning has not occurred. Knowledge is transferred in different ways. It is held culturally in the minds of the individuals and structurally in the policies and procedures of the organization. Therefore knowledge can be transferred both culturally and structurally. “The term organizational learning, however, implies more than just the acquisition of new knowledge by individuals. Just as social learning means that lessons are passed on from one person to another rather than being acquired anew through direct, personal experience, organizational learning means that knowledge is conveyed over time from one person to another through institutionalized routines, rules, and procedures, both formal and informal” (Mahler and Casamayou, 2009, p. 17).

Key to understanding organizational learning is through the lens of Argyris and Schon's (1996) concept of single- and double-loop learning. Single-loop learning is best described by a process where an undesirable situation is occurring i.e., a nonprofit is struggling with a high rate of staff turnover and steps are taken to change the situation without having to change organizational culture and norms. With single-loop learning the nonprofit human resource personnel look to find reasons why, i.e. low salary, high work load, inadequate training, etc. From this discovery the organization will work to keep the status quo, and keep staff from leaving the organization before an expected time commitment that reflects the established cultural norms of the organization (Argyris and Schon, 1996). Single-loop learning is equated with immediate action. A solution is found to a problem and immediate actions are taken to solve the problem (Bess et al., 2010).

Argyris and Schon (1996) deepen their discussion with a progress from single-loop to double-loop learning. Double-loop learning is best described as a process where an organization, whole or part, recognizes an error and the changes that are made to correct that error affect the existing values and norms of the organization. In double-loop learning, the organization not only changes processes but is changed both culturally and structurally. Double-loop learning cannot occur without the action of knowledge transference to all the levels of an organization. Double-loop learning takes more time and involves a learning process that includes contemplation (Bess et al., 2010).

Interestingly, Argyris and Schon (1996) characterize the importance of single- and double-loop learning based on the individual organization's culture and norms. They offer that if the change occurring does not affect deeply embedded organizational culture then a single-loop

process is adequate for the necessary change to occur. If the procedural change needed for corrective action affects a deeply rooted culture or norm then double-loop learning is necessary for effective change to occur.

Nonprofit capacity building programs offer a treatment that includes activities which stimulate both single and double-loop organizational learning. Both single-loop and double-loop learning is employed in capacity building programs (Giles, 2007). Single-loop learning is indicative of a process where organizational mistakes are recognized and a plan of action is made to correct said mistakes but in the frame of keeping the status quo (Wong et al., 2009). Examples of single-loop capacity building program activities include those that affect structural systems like financial management systems, strategic management planning and policies and procedures. Double-loop learning is implementing the changes necessary to eliminate future similar mistakes (Wong et al., 2009). Examples of double-loop learning capacity building activities include those activities that affect cultural change in an organization like mission orientation (Moynihan and Landuyt, 2009).

Moynihan and Landuyt's (2009, p. 1098) structure-cultural model of organizational learning lends itself to capacity building program activities. Their model of organizational learning includes five tenets that mirror nonprofit capacity building program activities. Figure 2 below demonstrates the model.

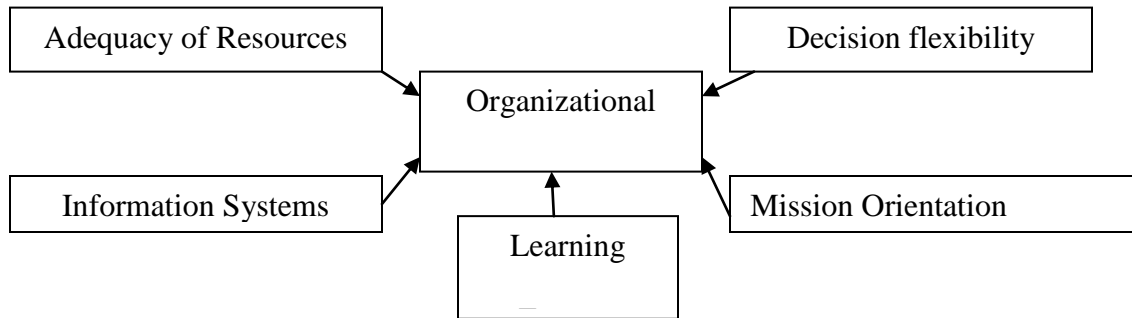


Figure 2 Moynihan and Landuyt's Structural-Cultural Model of Organizational Learning

Capacity building program activities often focus on building resources, building information systems, staff competency, human resources and relate the need to take back the knowledge gained to the rest of the organization (De Vito and Fleming, 2001). Capacity building programs focus on these activities as nonprofit organizations must respond to shifting resources be they economic and/or human (Bess et al., 2011), or funders requests for program evaluations demonstrating outcomes which require information systems and staff tenure issues (Backer, 2001).

Whether or not this short term adaptation via a capacity building program brings about organizational change is affected by the organization's preexisting culture and structure. Structure and culture dictate the nonprofits ability to employ internal and external processes that facilitate a learning process whereby change for the good of all stakeholders is acquired (Moynihan and Landuyt, 2009).

The activities needed to facilitate organizational learning from a capacity building perspective are needed to increase perceived organizational effectiveness. From the literature a

conceptual model of the relationship between capacity building programs, program activities and organizational learning's influence on perceived organizational effectiveness was developed.

Figure 3 demonstrates the model.

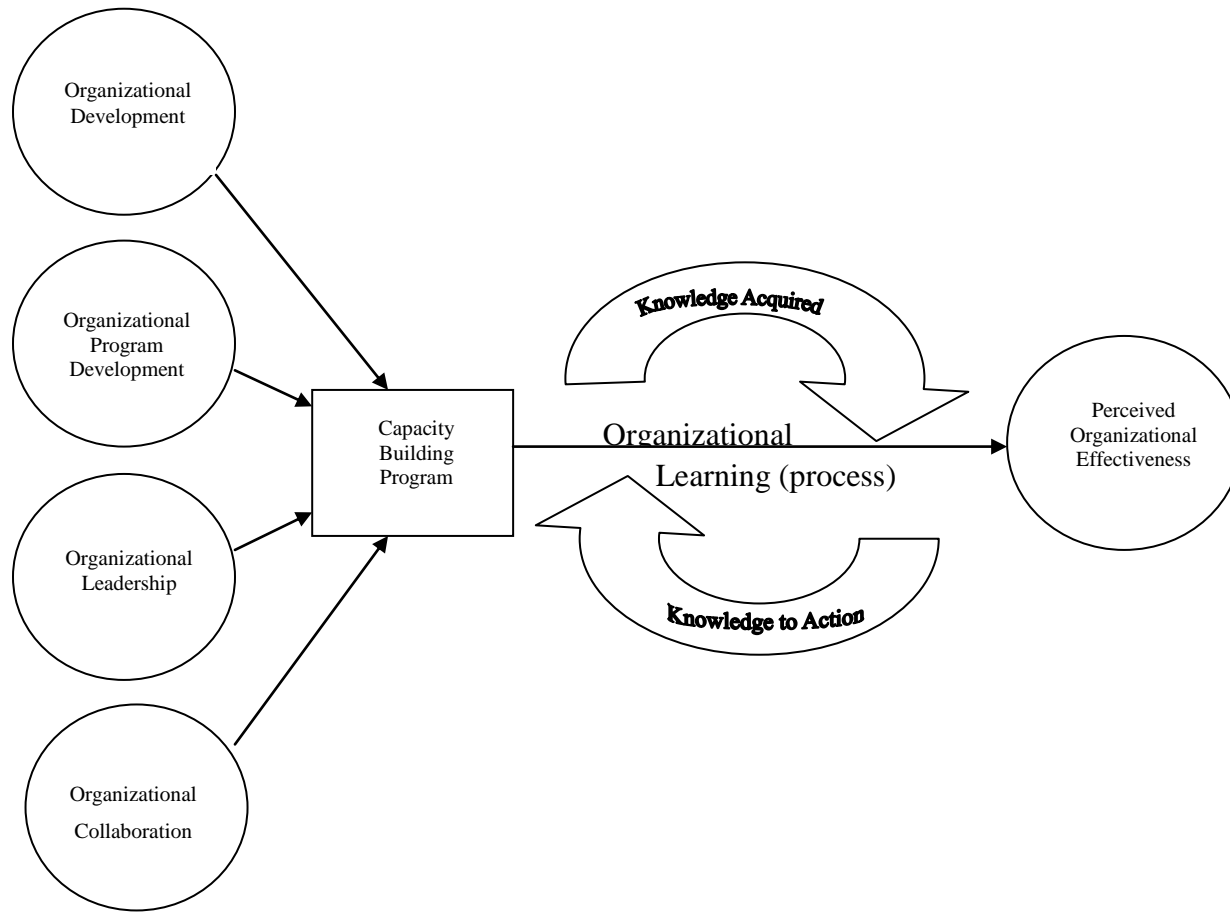


Figure 3 Model of Relationship between Capacity Building Programs, Activities and Theory

Change is stymied when an organization's culture and structure does not allow for contemplation and immediate action is always required. The change process is slow, and organizations need to time to reflect on new processes before change can occur (Bess et al., 2011). Immediate action without contemplative learning can hinder organizational learning and organizational change.

Nonprofit capacity building workshop trainings offer opportunities for immediate action. Workshop trainings present best practices that are ready made for implementation in an organization. An organization does not need to contemplate or change existing values and norms to immediately act on the knowledge acquired in workshop training. Nonprofit capacity building that includes technical assistance affords organizations through individualized programming an opportunity for contemplation, reflection and learning. Technical assistance is characterized by an individualized process and procedure specific to each nonprofit's needs. From the above discussion the following hypothesis is offered.

H₁ Organizations that are receiving intense capacity building technical assistance (including workshop training plus technical and financial assistance) will have a greater increase in perceived organizational effectiveness than those organizations receiving workshop capacity building training only.

Conversely, according to Mahler (1997) not all organizations do learn. The culture of the organization can become so static that it doesn't allow for organizational learning. Understanding what organizational culture is comprised of is important to understanding the capacity of an organization to learn.

Organizational culture is the belief systems held by an organization. According to Mahler (1997) culture, “refers to the collectively held and symbolically represented ideas members of an organization have about the meaning of the organization and the work that they do” (p. 526). It is the communal frame of reference for interpreting organizational inputs and outputs. This communal frame of reference affects how an organization learns.

Mahler and Casamayou (2009) offer the case of a very large public organization whose culture did not allow it to learn. Its culture was so closed that the communal frame of reference for interpreting data regarding the Challenger accident led to the same mistakes that allowed the Columbia accident to occur. The culture blocked organizational learning.

As equally important to organizational learning is the structure through which individual learning is gained and then consumed by the whole organization. According to Moynihan and Landuyt (2009) a discussion of organizational learning cannot parse out discussion of the cultural and structural effects separately. In fact their organizational learning model integrates five such structural and cultural aspects resources, communication systems, mission direction, decision flexibility and learning forums (p. 1098).

Organizational learning occurs in agencies that are dedicated to cultural and structural organizational development. These organizations pursue adequate funding and proper IT infrastructure. Staff understand and have ‘bought into’ the organization’s mission, and feel empowered to contribute in the decision making process. Staff are also given opportunity to share the knowledge they have acquired either externally or internally (Moynihan and Landuyt, 2009). Organizational development is linked to organizational learning. From the above literature the following hypothesis is offered.

H₂ An increase in a nonprofit's organizational development will increase a nonprofit's perceived organizational effectiveness.

Organizational culture and structure also affects organizational learning through the accountability and evaluation systems that are developed (Mahler and Casamayou, 2009; Ebrahim, 2005). Organizations must have organizational accountability, including accountability for program development, which is often linked to an evaluation system. Evaluation can negatively affect organizational learning when the decision making model shifts, moving accountability away from the persons responsible for production (Mahler and Casamayou, 2009). Evaluation can also negatively affect organizational learning when it is used as a tool to simply legitimize existing programs (Ebrahim, 2005).

Single- and double-loop learning may be facilitated through the evaluation process. However, according to Ebrahim (2005) nonprofit organizations are not using evaluation for this purpose. Fifty-six percent (56%) of nonprofits utilize evaluation to measure program outputs or outcomes only, “(l)ess than one tenth reported other purposes, such as for information strategic planning, assessing implementation, assessing quality of operation and measuring client satisfaction” (p. 62). When there is a shift in accountability and the use of evaluations to maintain the status quo organizational learning will be hindered. When program evaluation processes are utilized for program development organizational learning is maximized. From the above discussion the following hypothesis is offered.

H₃ An increase in a nonprofits organizational program development will increase a nonprofits perceived organizational effectiveness.

In order for evaluation to positively affect organizational learning the results must be dispersed back to the accountability decision making systems (Ebrahim, 2005). The knowledge must be shared and communicated for knowledge to lead to action (Bess et al., 2011; Ebrahim, 2005). Cohen et al. (1972) in their well utilized “garbage can model”, point out decisions are often made from an unanticipated convergence of people and shared information. This idea contributes to the idea that for organizational learning to occur whether from a formal process or not, it does depend on the communication and sharing of information. In their 2009 study, Moynihan and Landuyt looked at the structural and cultural aspects and discovered that the process most influential to organizational learning was the opportunity to share the knowledge staff have acquired with other staff in the organization.

The collaborative sharing of knowledge either among the staff of the same organization (Phelan et al., 2006), differing organizations (Gajda and Koliba, 2007) or from the surrounding community (Nagy and Bruch, 2009; Iverson and McPhee, 2008) contributes to organizational learning. Intra- or inter-organizational knowledge sharing is developed through collaboration and engagement. From the literature the following hypothesis is developed.

H₄ An increase in a nonprofits organizational collaboration will increase a nonprofits perceived organizational effectiveness.

Another key component in organizational learning is that of leadership. An organizations leadership affects the culture and structure of an organization influencing organizational learning (Bess et al., 2011; Golensky and Walker, 2011). The leadership is also responsible for the implementation of change brought about through the process of learning. Organizational change, especially change brought on by double-loop learning (Argyris and Schon, 1996) is often

difficult for staff and occasionally negatively affects their job satisfaction (Parlalis, 2011). An organizations leadership can combat this by preparing staff for change well in advance (Parlalis, 2011). Organizational learning is collective learning of individuals in an organization led by the leader(s) of the organization (Bess et al., 2011). From this discussion the following hypothesis is offered.

H₅ An increase in a nonprofits organizational leadership will increase a nonprofits perceived organizational effectiveness.

The literature on organizational learning is vast. This study has focused on the main tenants looking at the work of some of the most well-known organizational learning scholars (Argyris and Schon, 1996; Mahler, 1996; Ebrahim, 2005; Moynihan and Landuyt, 2009). Argyris and Schon (1996) are the most well-known scholars who made the connection between organizational learning and organizational change. They connect organizational learning to change by looking at the way an organization can recognize changes in its ecology, both external and internal, and adjust for sustainable growth. Organization learning is necessary for capacity building programs to be successful and the organizational change that is a result of the program to be sustainable (Giles, 2007). There is a relationship between organizational learning and organizational change (Bess et al., 2011) and that relationship, dependent upon an organization's preexisting culture and structure and its ability to learn will affect nonprofit capacity building programs influence on perceived organizational effectiveness.

Through an in-depth exploration of the literature this chapter has identified the main tenants of nonprofit capacity building programming and activities. Using organizational learning as a theoretical guide hypotheses were developed that speak to the relationship between

nonprofit capacity building programming, activities, and perceived organizational effectiveness and a model demonstrating this relationship was developed. The next chapter will discuss the methodology of this study and outline the procedure for testing the hypotheses.

CHAPTER THREE: METHODOLOGY

The primary objective of this study is to demonstrate the influence of capacity building programs and capacity building program activities on nonprofit perceived organizational effectiveness. This study will compare and contrast the influence of a traditional workshop capacity building program and the same traditional workshop capacity building program plus technical and financial assistance on two groups of nonprofits perceived organizational effectiveness. The study will also compare and contrast the influence of capacity building program activities on the perceived organizational effectiveness of those organizations that received the traditional workshop capacity building program only and those that received the traditional workshop capacity building program plus technical and financial assistance. While this study will be utilizing quantitative methods to test the hypotheses qualitative data will be included in the study. The qualitative data will be utilized to further define perceived organizational effectiveness and the role of financial assistance in the capacity building program.

3.1. Study Variables

To examine the influence of two capacity building programs and four capacity building program activities on nonprofit perceived organizational effectiveness a quasi-experimental, single case study, factorial research design will be utilized. The factorial research design looks at the effect of two or more independent treatment variables both singly and together on the dependent variable. The effect of each independent variable on the dependent variable is considered the main effect. The effect of two or more independent variables on the dependent variable is called an interaction effect.

Developed as index variables from indicators on the SCFPCF organizational effectiveness survey which was previously validated in a study by Kapucu et al. (2008) this study has one endogenous and four exogenous constructs, one exogenous variable and four control variables. The endogenous construct is perceived organizational effectiveness. The four exogenous constructs are organizational development, program development, organizational collaboration and organizational leadership. The one exogenous variable is capacity building program type and the four control variables are organization established date, organization budget size, organization staff size and faith based. Operational definitions of the study variables can be found in Table 1 followed by a discussion of the indicators.

Table 1 Nonprofit Capacity Building Study Constructs and Variables

Variable		Attribute	Measurement Level	Operational Measurement/Definition
Index	Indicators			
Perceived Organizational Effectiveness	Q 80 - This organization serves the needs of the community.	Endogenous	Continuous	Participants will be asked their perception on their organizations effectiveness as measured by the SCFPCF organizational effectiveness survey
	Q 81 – Changes in this organization are consistent with changes in the surrounding community.			
	Q 82 – The structure of this organization is well-designed to help it reach its goals			
	Q 83 – This organization’s planning and control efforts are helpful to its growth and development.			

Variable		Attribute	Measurement Level	Operational Measurement/Definition
Index	Indicators			
	Q 84 - This organization introduces enough new internal policies and procedures. Q 86 – The leadership of this organization helps it progress. Q 87 – This organization favors change. Q 88 – This organization has the ability to change.			
Organizational Development	Q 9 - Does your organization have a formalized Board of Directors policy manual?	Exogenous	Continuous	As measured by the results from the SCFPCF Organizational Effectiveness Survey
	Q10 - Does your organization have a formalized Human Resources policy manual?			
	Q 10a - Was your human resource policy manual voted on and approved by your board of directors?			
	Q 11 - Does your organization have dedicated Human Resources personnel?			

Variable		Attribute	Measurement Level	Operational Measurement/Definition
Index	Indicators			
Organizational Program Development	Q 62 – The community feels that this organization serves its needs.	Exogenous	Continuous	As measured by the results from the SCFPCF Organizational Effectiveness Survey
	Q 63 – The community feels that this organization meets its needs.			
	Q 65 – This organization has responded in light of the community’s changes in needs.			
	Q 66 – This organization solicits feedback from its clients on ways to serve them better.			
	Q 67 – This organization provided programs or services that were suggested by its clients.			
	Q 68 – This organization is viewed by its clients as an “agent of change”.			
Organizational Leadership	Q 70 – My organization knows and understands our mission statement?	Exogenous	Continuous	As measured by the results from the SCFPCF Organizational Effectiveness Survey
	Q 71 - My organization has a board that reviews progress on the strategic plan (e.g., goals, strategies)?			

Variable		Attribute	Measurement Level	Operational Measurement/Definition
Index	Indicators			
	<p>Q 72 - My organization helps the executive director or other staff improve their leadership abilities?</p> <p>Q 73 - My organization has board members with diverse experiences?</p> <p>Q 75 - My organization has a written plan in case of leadership transition or turnover?</p> <p>Q 76 - My organization has a board and executive director with distinct roles and responsibilities?</p> <p>Q 77 - My organization has board members who fulfill their commitments and responsibilities?</p>			
Organizational Collaboration	Q 48 - Do you know any of the organizations listed on the attached roster?	Exogenous	Continuous	As measured by the results from the SCFPCF Organizational Effectiveness Survey
	Q 49d - Do you presently work with any of the organizations listed on the attached roster?			

Variable		Attribute	Measurement Level	Operational Measurement/Definition
Index	Indicators			
	Q 69 – Of the organizations on the attached roster, which do organizations do you consider to be your friend?			
Control Variables	Q 1 - When was your organization established?	Control	Continuous	Organizational Established Date
	Q 12 - How large is your staff?		Continuous	Staff Size
	Q 19 - What is your total budget this fiscal year?		Continuous	Organization Budget
	Q 35e – What type of services does your organization provide? Check all that apply		Ordinal	“Faith-Based”

The study variables, which are index variables created by multiple indicators, are discussed in more detail in the following sections. All the indicators are taken from the SCFPCF Organizational Effectiveness Survey which is discussed in detail in a later section. The survey was developed by Dr. Naim Kapucu, Professor at UCF, former director of the CPNM and used to assess organizational effectiveness and was validated in a previous capacity building study (Kapucu et al. 2008).

While this survey was not developed specifically for this study it was developed to measure organizational capacity including organizational development, organizational program development, organizational collaboration, organizational leadership and organizational effectiveness in previous capacity building programs. The indicators for the index variables

perceived organizational effectiveness, organizational program development and organizational leadership were based on Likert scale organizational perception questions so that individualized interpretation of the indicator is expected. A discussion of the limitations of perception data is offered at the conclusion of this study. The indicators for the index variable organizational collaboration ask the participant organization to answer based on the contents of an attached roster of organizations. The roster contains the names of all the SCFPCF participant organizations each cycle plus key community organizations such as the Community Foundation of Central Florida and the Heart of Florida United Way. Again the indicators are asking for the organization respondent's perception. Each organization's respondent was a member of the organization's leadership team, e.g. CEO/Executive Director, Program Director, Chair of the Board of Directors. Utilizing the transform variable/new variable function in SPSS the response to each indicator was added and then divided by the total number of indicators per construct to create a continuous score for the new index variable.

3.1.2. Nonprofit Capacity Building Program Type

Nonprofit capacity building is recognized by its intervention strategy. Common intervention strategies include training, technical assistance and financial assistance (Backer, 2001; De Vita et al., 2001). Training involves small group round table or large group workshop instruction where the leadership of an organization learns processes, procedures and management skills to help them improve the day to day operation of their organization. Technical assistance is a one-on-one consultation approach where individualized assistance, be it from a graduate research assistant or a management consultant, is given to the organization to address a very

specific need. Examples would include working with an organization to develop their own strategic plan, own financial policies or own resource development plan (Backer, 2001). The third intervention strategy is that of financial assistance. Capacity can be built for an organization by providing direct financial assistance. Backer (2001) divides financial assistance into three types “core operating support, specific grants and working capital” (p. 40). Core operating support is unrestricted funds enabling an organization to apply the funding where they need it the most. Specific grants are restricted funding tied to a specific purchase like IT equipment or program supplies. Working capital comes in the form of low interest loans that help struggling nonprofits stay afloat (Backer, 2001).

3.1.3. Organizational Development

From the SCFPCF workshop trainings on organizational development an index construct is created from questions on the SCFPCF Organizational Effectiveness Survey relating to organizational development. All survey respondents received workshop training in organizational development topics. Topics included *basic financial management for nonprofit organizations, grant writing the art and science and introduction to strategic planning*. In addition the 20 organizations chosen to receive technical and financial assistance received ten additional hours of grant writing instruction and received technical assistance in the area of strategic planning and financial policies and procedures. Each organization worked individually with a consultant to develop a strategic plan and financial policies and procedures. An evaluation was administered before and after each training to demonstrate the percentage of participants who indicated that they “were better able to...” the workshops learning objectives.

The specific questions which will be used to create this construct can be found in an attachment in the appendix.

3.1.4. Organizational Program Development

The strength of an organization's program development capacity is an indication of an organization's ability to build comprehensive capacity (Trzcinski and Sobeck, 2008). The SCFPCF offered two workshop trainings in this area titled *program development and program evaluation*. An evaluation was administered before and after each training to demonstrate the percentage of participants who indicated that they "were better able to..." the workshops learning objectives. Program development capacity often includes needs assessments, internal and external program evaluation, program planning and research of new programs (Trzcinski and Sobeck, 2008). As with all the independent variables, the organizational program development construct was created utilizing the transform variable/new variable function in SPSS from indicators on the SCFPCF organizational effectiveness survey. The questions used to develop this construct can be found in an attachment in the appendix.

3.1.5. Organizational Collaboration

The levels of organizational collaboration are indicators of an organization's capacity. Organizations that do not engage their community or participate in collaborations will become stagnant (De Vita et al., 2001). Leaders of nonprofit organizations recognize the benefits of collaboration as a way to improve service delivery and impact their organization as a whole (Sowa, 2008). According to Sowa (2008, p. 1014) organizations are motivated to collaborate for three reasons, "the desire to prolong organizational survival, the need to achieve institutional

legitimacy, and the desire to improve the strategic position of organizations within their organizational field”. These motivations directly relate to building an organization’s capacity. Nonprofit organizations see collaboration as a tool for building capacity, sustainability and effectiveness. Informal interactions between nonprofit organizations in the same community bring opportunities to build that legitimacy and offer resources to increase organizational sustainability (Paarlberg & Varda, 2009). Formalized collaborations between organizations are often formed from an opportunity to build informal networks with other organizations. According to Paarlberg and Varda (2009, p. 599) networking has proven “to create synergies” that enable formalized collaboration opportunities which lead to improved organizational capacity for nonprofit organizations.

While the SCFPCF did not offer a particular training on how to collaborate or engage their respective community the SCFPCF did offer each organization attending the workshop training a networking hour before the start of each workshop. Each organization was given the opportunity to introduce themselves to the entire cohort of program attendees and the opportunity to network with each other during breaks offered during the training. While the specific number of contacts between organizations during networking opportunities was not recorded it was made known to the researcher that formal collaborations were developed. The construct of organizational collaboration was developed from appropriate questions on the SCFPCF organizational effectiveness survey which can be found in the appendix.

3.1.6. Organizational Leadership

While the literature offers many studies of capacity building program activities that should be offered in an effective capacity building programs (Backer, 2001; Harrow, 2010; De Vita, Fleming and Twombly, 2001) each activity is not included in every study, with one exception, leadership. Leadership is universally mentioned as a must topic in capacity building programs. The SCFPCF offered four different workshops on leadership. The titles included *leadership for effective board governance, board development, leading for success and your organization and volunteers, finding the right fit*. An evaluation was administered before and after each training to demonstrate the percentage of participants who indicated that they “were better able to...” the workshops learning objectives. The construct organizational leadership was developed from responses to questions on the SCFPCF organizational effectiveness survey. The questions can be found in the appendix.

3.1.7. Perceived Organizational Effectiveness

As stated previously a reason for the lack of studies on the effectiveness of capacity building programs and activities is the lack of a universally accepted measure of organizational effectiveness (Sowa et al., 2004; Herman and Renz, 1999). Even with the debate the value of determining effectiveness cannot be overlooked. Funders of capacity building programs are demanding some measure of effectiveness before investing in such programs (Sowa et al., 2004). This is the crux of this study, to measure the effectiveness of capacity building programs and activities. While there are many models for measuring perceived organizational effectiveness, purposive-rational model, system resource model, goal setting model and ecological or

participant satisfaction model this study will utilize a multidimensional model which integrates the previously mentioned models (Sowa et al., 2004). Perceived organizational effectiveness takes into account organizations internal and external structures, its relationship with its environment, its community and its ability to include key stakeholders (Sowa et al., 2004). This construct is an index variable created from questions on the SCFPCF organizational effectiveness survey.

3.1.8. Control Variables

The control variables in the study are the participant organization's age, budget, staff size and faith based affiliation. These control variables were selected as previous capacity building studies have included age, budget and size to demonstrate the types of organizations that engage in capacity building programming (Backer et al., 2010; Backer and Oshima, 2005; Trzcinski and Sobeck, 2008; McKinsey and Company, 2001; Light, 2004; Kapucu et al. 2011) and the interest in faith based organizations and their role as health and human service providers (Jackson et al., 2011). The participants in this study vary from large organizations with over \$500,000 annual operating budgets to organizations that are just beginning with no paid staff or budget. It is important to look at the organizations on a level playing field and control for those organizations that might have an advantage by demonstrating significant capacity before starting the program.

It is also important to determine if the organizations have faith based affiliation. While there is discussion there is no consensus in the literature as to how being a faith based organization that provides health and human services contributes to its capacity or possible lack thereof (Jackson et al., 2011). As nearly 17% of the organizations in Cycle 1 and 20% in Cycle 2

indicate “faith based” affiliation and the literature is divided on the relationship between faith based and capacity this study will include “faith based” as a control variable to offer a contribution to the literature on faith based organizations and organizational effectiveness. The control variables and indicators are listed in Table 2.

Table 2 Control Variables

	Indicators	Measurement Level	Operational Measurement/Definition
Control Variables	Q 1 - When was your organization established?	Continuous	Organization Established Date
	Q 12 - How large is your staff?	Continuous	Staff Size
	Q 19 - What is your total budget this fiscal year?	Continuous	Organization Budget
	Q 35e – What type of services does your organization provide? Check all that apply	Ordinal	“Faith-Based”

While this study is not examining the relationship between the type of services provided by the SCFPCF participant organizations and perceived organizational effectiveness it is noted that in addition to providing religious services which is included as a control variable, 100% of the organizations provide economic recovery/development programs and services (required by HHS), 77% provide educational/human development programs and services, 35% provide health and rehabilitation services and 17% provide cultural services.

3.2. Data Collection

Multiple data collection methods were employed in this study. This study utilizes both quantitative and qualitative data. The unit of analysis for this study is the individual SCFPCF participant organization. All participant organizations completed both a pre and post-capacity building program organizational effectiveness survey which is explained in detail in section 3.5. In addition all individual participants completed pre- and post-workshop training evaluations, one per participant. For the 20 organizations that received additional technical and financial assistance each completed a final quantitative/qualitative final survey, were members of focus groups and were a part of a Donor Edge® profile analysis. Table 3 succinctly corresponds each study research question with its appropriate data source and variable/construct.

Table 3 Research Questions with Sources of Data and Variables/Constructs

Research Questions	Sources of data	Variables/Constructs
Q1: What is the influence of traditional workshop capacity building training on nonprofit perceived organizational effectiveness?	SCFPCF Organizational Effectiveness Survey, Pre- and Post-Workshop Training Evaluations	Perceived Organizational Effectiveness
Q2: What is the influence of traditional workshop capacity building training and technical and financial assistance on nonprofit perceived organizational effectiveness?	SCFPCF Organizational Effectiveness Survey, Pre- and Post-Workshop Training Evaluations, Focus Groups, Follow-up Quantitative/Qualitative Survey, Analysis of Donor Edge Database, Additional Qualitative Survey	Perceived Organizational Effectiveness
Q3: What is the influence of organizational development nonprofit capacity building activities on nonprofit perceived organizational effectiveness?	SCFPCF Organizational Effectiveness Survey, Pre- and Post-Workshop Training Evaluations, Analysis of Donor Edge Database, Additional Quantitative/Qualitative Survey	Organizational Development
Q4: What is the influence of program development nonprofit capacity building activities on nonprofit perceived organizational effectiveness?	SCFPCF Organizational Effectiveness Survey, Pre- and Post-Workshop Training Evaluations, Analysis of Donor Edge Database, Additional Quantitative/Qualitative	Organizational Program Development

Research Questions	Sources of data	Variables/Constructs
	Survey	
Q5: What is the influence of collaboration nonprofit capacity building activities on nonprofit perceived organizational effectiveness?	SCFPCF Organizational Effectiveness Survey, Pre- and Post-Workshop Training Evaluations, Analysis of Donor Edge Database, Additional Quantitative/Qualitative Survey	Organizational Collaboration
Q6: What is the influence of leadership nonprofit capacity building activities on nonprofit perceived organizational effectiveness?	SCFPCF Organizational Effectiveness Survey, Pre- and Post-Workshop Training Evaluations, Analysis of Donor Edge Database, Additional Quantitative/Qualitative Survey	Organizational Leadership

3.3. Sampling

This study will utilize purposeful criterion sampling. This strategy is useful when selecting two types of groups to study. The two groups to be studied are the nonprofit organizations that are receiving workshop training only and the nonprofit organizations that are receiving workshop training plus technical and financial assistance as part of the SCFPCF. The actual number of study participants is based on the organizations that complete both the pre-test and post-test SCFPCF Organizational Effectiveness survey instrument. From Cycle 1, March 2010-December 2010, there were 39 organizations participating in the SCFPCF of which 23 (n=23) completed the pre- and post-survey. The response rate from Cycle 1 is 59%. From Cycle 2, December 2010-September 2011, there were 25 organizations participating in the SCFPCF of which 20 (n=20) completed the pre- and post-survey. The response rate from Cycle 2 is 80%. While there was attrition in the organizations that are receiving workshop training only there isn't attrition from the organizations receiving additional technical and financial assistance as they are required to sign a memorandum of understanding with the CPNM obligating them to

complete the training and technical assistance. As there were at least 20 organizations in each cycle providing enough of a sample for multiple regression and a fairly equal distribution of those organizations that participated in the workshop only training and workshop plus technical assistance the sample is considered small but adequate.

3.4. Power Analysis and Sample Size Justification

For the purposes of this study a power analysis was not completed. As the study participants were set in a given population, i.e. those organizations chosen to participate in the study, power analysis would not benefit the researcher in determining an appropriate sample size. The sample size includes all the participants in the SCFPCF that completed both the pre and post survey in both cycle one and cycle two.

3.5. Survey Instruments

All of the SCFPCF organizations had the opportunity to complete one pre and post-test survey instrument at the end of the cycle they completed and one additional post only survey that was administered at the end of cycle two which was given to all participants in cycle one and two. Each survey was completed by a representative of the organization who is knowledgeable of the organization and considered a member of the organizations leadership team, e.g. CEO/Executive Director, Program Director, Chair of the Board of Directors. During administration of the survey which took place during one of the capacity building workshops, the researcher was available to answer questions regarding any of the questions meanings. In addition follow-up phone calls were made to participant organizations that did not complete the

survey in order to offer support, answer questions in some cases complete the survey via telephone interview.

The pre and post survey instrument is an Organizational Effectiveness survey developed by Dr. Naim Kapucu, Director of the CPNM at the time and Associate Professor at UCF. The Organizational Effectiveness survey has been previously utilized by Dr. Kapucu in past capacity building programs offered through the CPNM (Kapucu et al 2008). The survey administration process utilizes Dillman's (2009) survey tailored made approach which assumes that a respondent will respond accurately to a self-administrated questionnaire when they believe that the gains from doing so outweigh any costs of completing the survey.

The 11 page 89 question survey is divided into five main sections; Organizational Development, Program Development, Leadership, Collaboration and Effectiveness. From these five sections the four exogenous constructs and one endogenous construct are developed. Additionally the control variables are recorded on this survey in the Organizational Development section. The constructs will be actualized as index variables created from appropriate survey indicators. All indicators utilized in the index variables have a combined Cronbach Alpha score of .7 and higher.

The 20 nonprofits who received the additional technical and financial assistance participated in a final quantitative and qualitative survey. This survey, based on the SCFPCF, HHS criteria seeks to determine if any substantive changes occurred to the infrastructure of the organization over the course of the capacity building program treatment.

3.6. Data Analysis

3.6.1. Descriptive Analysis

The first step in analyzing the data is to compute the descriptive statistics of the control variables. The next step is to provide descriptive statistics of the index variables perceived organizational effectiveness, organizational program development, organizational leadership, organizational collaboration and organizational development each of which represents a particular combination of indicators. Frequency tables are presented demonstrating the results. The results are presented by Cycle 1 and Cycle 2 so that the two SCFPCF cycles can be compared in order to utilize Robert Yin's (2003) definitive work on case study research in which he advocates that even with a small sample size if two cases that are identical present with the same results then generalizability can be inferred.

3.6.2 Bi-variate analysis

Bi-variate correlation analysis is conducted to determine the direction and strength of the relationship between the dependent variable perceived organizational effectiveness and the independent variables of organizational development, organizational program development, organizational leadership and organizational collaboration. Correlation analysis is conducted between the control variables of organizational age, staff size, faith based affiliation and the dependent variable of perceived organizational effectiveness and the independent variables.

Independent sample T-test is utilized to compare the mean scores between the end of Cycle 1 and Cycle 2 for both the training only and the additional technical and financial assistance groups. The Paired sample T-test will be employed to compare the means between the

beginning and end of Cycle 1 and Cycle 2 separately for the workshop training only and additional technical and financial assistance groups combined and separated.

One-way Analysis of Variance (ANOVA) is also performed. One-way ANOVA is utilized to compare the mean of the dependent variable, perceived organizational effectiveness and the control variables of organization established date, staff size and organization budget at the beginning and end of each capacity building program cycle. The results of which determine if there is a statistically significant difference in the mean perceived organizational effectiveness score between control variable groups.

3.6.3. Multiple Regression (OLS) Analysis

Multiple regression is utilized to determine the likelihood that the independent variables have influence on the dependent variable. Multiple regression predicts the individual contribution of each independent variable on the model. Utilizing ordinary least squares (OLS) will allow the results from the multiple regression to have an unbiased testing of the hypotheses.

The assumptions of multiple regression are explored to ensure that the data do not violate the assumptions. The data are evaluated for normality, linearity and Homoscedasticity. To be able to rely on the predictions of multiple regression the data should be relatively normal, meaning that scores are normally distributed. The data should also be linear and all data points should fall more or less along a straight line. The third assumption the data will be evaluated for is Homoscedasticity which looks at the variance of the data. For multiple regression the error of the variance should be constant for all the scores. The data are also analyzed to ensure that the

independent variables aren't too highly correlated there by violating the assumption of Multicollinearity or singularity.

3.7. Qualitative Analysis

This study will include qualitative data provided in the open-ended section of the organizational effectiveness survey, qualitative data from focus groups of the organizations that received technical and financial assistance in both Cycle 1 and Cycle 2 and qualitative data from the final survey administered to the organizations that received technical and financial assistance. The focus groups were conducted at the conclusion of each monthly three hour workshop training as part of a monthly grant administration business meeting for the technical and financial assistance organizations. The organizations were asked to relate their general experiences with the capacity building program, technical assistance and financial assistance. Anecdotal information from the focus groups is utilized to buffer the results from the statistical analysis.

A total of 10 focus groups were held. Focus group participants were almost exclusively the CEO/Executive Director of the organization. Occasionally the chair of the board of directors or Chief Operating Officer was present when the CEO/Executive director was unable to attend. Participants were given the opportunity to talk about their experiences with the capacity building program. No specific questions were asked. At each focus group the organizations were asked the same question. The organizations were asked to "please inform the group as to what they had been able to accomplish since the last business meeting because of participation in the SCFPCF". Nineteen single spaced pages of notes were taken solely by this study's researcher over the course of the 10 focus groups and every attempt to accurately capture each comment

was made. However since the comments were not recorded a perfect accounting of every comment is not possible. The 19 pages of notes are a streaming narrative of general comments from each organization. This study's researcher solely analyzed the notes and categorized the information by common themes. As the qualitative information is being offered as anecdotal to buffer the quantitative analysis a rigorous content analysis was not conducted, the qualitative data was not coded and no further analysis was conducted which is a limitation to the use of qualitative information in this study.

This study's researcher conducted an additional telephone survey at the conclusion of the two year program to the 20 organizations that received the additional technical and financial assistance from both Cycle 1 and Cycle 2. This survey included four open ended questions giving each organization the opportunity to express how their organizations had changed over the capacity building program. Answers were compiled by this study's researcher and are utilized to demonstrate organization perceptions of the capacity building program. While themes are uncovered through analyzing the comments no specific content analysis is conducted, the comments are not coded and no further analysis is conducted. The information is offered as anecdotal. Limitations to the process include one researcher who both administered the questionnaire and developed themes.

This chapter has thoroughly discussed the dependent, independent and control variables utilized in this study. In addition this chapter has demonstrated the quantitative and qualitative methods that are employed in responding to the literature driven hypotheses. This chapter has also discussed the limitations to the inclusion of the qualitative data. The following chapter discusses the findings from the afore mentioned quantitative and qualitative methods.

CHAPTER FOUR: FINDINGS

Utilizing quantitative research methods this chapter explores and demonstrates the study variables. Utilizing qualitative data; open ended survey responses and comments made in focus groups, an additional exploration of perceived organizational effectiveness and the influence of the capacity building program financial assistance is explored. In addition a discussion of the Donor Edge® portfolios completed by the workshop training plus technical and financial assistance is included. The chapter concludes by testing the study hypotheses and demonstrates the results.

4.1. Descriptive Statistics

For this study, the total number of participant organizations in the SCFPCF in both Cycle 1 and Cycle 2 were given the opportunity to complete the pre- and post-SCFPCF Organizational Effectiveness survey and participate in this study. A total of 80 organizations, 40 in Cycle 1 and 40 in Cycle 2 were asked to participate. A total of 23 organizations in Cycle 1 and a total of 20 organizations in Cycle 2 completed both the pre- and post SCFPCF Organizational Effectiveness Survey and were there by considered study participants. Of the 23 participant organizations in Cycle 1, 13 organizations received the workshop training only and 10 organizations received the workshop training plus the additional technical and financial assistance. Of the 20 participant organizations in Cycle 2, 10 received the workshop training only and 10 received the workshop training plus the additional technical and financial assistance. Due to the small sample size no cases were eliminated. The data was analyzed for missing values. Nonresponse missing items range from a low of 1% missing for Current Fiscal Year Budget to 8% missing for Organization

has Services Suggested by Its Clients. Of the 27 indicators which had nonresponse missing items the average percentage of number of missing values is six. The indicators were sorted by capacity building type and capacity building program cycle and the mode was determined for each indicator. The missing items were replaced with the indicator mode based on capacity building type and time point, i.e. training only start of cycle 1, training only end of cycle 1, technical assistance start of cycle 1, technical assistance end of cycle 1, training only start of cycle 2, training only end of cycle 2, technical assistance start of cycle 2 and technical assistance end of cycle 2.

The descriptive section includes frequency responses for each of the four control variables, the four independent and one dependent index variables. In addition bi-variate correlation matrices were developed to evaluate the relationship between the independent and dependent index variables and between the independent, dependent and control variables.

4.1.1 Control Variables

The control variables utilized in this study are age of the organization, staff size, budget size and whether or not the organization provides religious services, e.g. is faith based. Table 4 demonstrates the distribution of organization establishment dates for Cycle 1. The organizations are fairly evenly distributed over the three groups, established <5 years, established 5-10 years and established over 10 years. The smallest group is <5 years. A majority of the organizations, 78% have been in business over five years from which can be inferred that the organizations have some infrastructure in place.

Table 4 Organization Established Date Cycle 1

Program Cycle	Years Established	Frequency	Percent	Cumulative Percent
Cycle 1	Over 10 years	9	39.1	39.1
	5-10 years	9	39.1	78.3
	<5 years	5	21.7	100.0
	Total	23	100.0	

Table 5 demonstrates the organizational established dates for Cycle 2. The results from Cycle 2 are similar to those in Cycle 1. The majority of organizations, 65% have been operating for over five years. From this it is determined that the organizations in Cycle 1 and Cycle 2 are relatively similar in regards to established date.

Table 5 Organization Established Date Cycle 2

Program Cycle	Years Established	Frequency	Percent	Cumulative Percent
Cycle 2	Over 10 years	8	40.0	40.0
	5-10 years	5	25.0	65.0
	<5 years	7	35.0	100.0
	Total	20	100.0	

Table 6 demonstrates the frequency and percentage of organizations that indicated that they provided religious services to clients. From the organizations response it is inferred that said organizations that indicate they provide religious services are “faith based” organizations. The number of organizations that are “faith-based” is comparable between Cycle 1 and Cycle 2. There were three faith-based organizations at the start of Cycle 1 representing 13% of the organizations and five faith-based organizations at the start of Cycle 2 representing 25% of the organizations.

Table 6 “Religious” Services

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	no	20	87.0	87.0
	yes	3	13.0	100.0
	Total	23	100.0	
End Cycle 1	no	19	82.6	82.6
	yes	4	17.4	100.0
	Total	23	100.0	
Start Cycle 2	no	15	75.0	75.0
	yes	5	25.0	100.0
	Total	20	100.0	
End Cycle 2	no	16	80.0	80.0
	yes	4	20.0	100.0
	Total	20	100.0	

Table 7 demonstrates the current fiscal year budget for all organizations. In both Cycle 1 and Cycle 2 the most of the organizations, 47.8% and 70% respectively, reported a very small budget <\$100,000. This is not surprising as the target nonprofits for the SCFPCF were community based nonprofits in rural areas in Lake, Sumter and Orange, FL counties. Nonprofit organizations in rural areas tend to be smaller than those in urban areas.

Table 7 Budget

Program Cycle	Budget	Frequency	Percent	Cumulative Percent
Start Cycle 1	\$0- \$100,000	11	47.8	47.8
	\$100,001- \$500,000	8	34.8	82.6
	\$500,000+	4	17.4	100.0
	Total	23	100.0	
End Cycle 1	\$0- \$100,000	11	47.8	47.8
	\$100,001- \$500,000	9	39.1	87.0
	\$500,000+	3	13.0	100.0
	Total	23	100.0	
Start Cycle 2	\$0- \$100,000	14	70.0	70.0
	\$100,001- \$500,000	3	15.0	85.0
	\$500,000+	3	15.0	100.0
	Total	20	100.0	
End Cycle 2	\$0- \$100,000	14	70.0	70.0
	\$100,001- \$500,000	3	15.0	85.0
	\$500,000+	3	15.0	100.0
	Total	20	100.0	

Table 8 shows organization staff size. Consistently over the course of both cycles a majority of organizations indicated having 4-10 staff members. The next most often staff size was ≤ 3 employees. “Staff” includes both paid and unpaid employees. The organizations were relatively the same in terms of number of staff persons.

Table 8 Staff Size

Program Cycle	Staff Size	Frequency	Percent	Cumulative Percent
Start Cycle 1	≤ 3	8	34.8	34.8
	4-10	11	47.8	82.6
	11+	4	17.4	100.0
	Total	23	100.0	
End Cycle 1	≤ 3	10	43.5	43.5
	4-10	10	43.5	87.0
	11+	3	13.0	100.0
	Total	23	100.0	
Start Cycle 2	≤ 3	11	55.0	55.0
	4-10	3	15.0	70.0
	11+	6	30.0	100.0
	Total	20	100.0	
End Cycle 2	≤ 3	6	30.0	30.0
	4-10	9	45.0	75.0
	11+	5	25.0	100.0
	Total	20	100.0	

From the control variables of organization established date, “faith based” services, budget size and staff size a composite picture of the average organization can be developed. The most common organization in the SCFPCF across both cycles, has been in business for five or more years, is not faith-based, has an annual budget less than \$100,000 and counts on average between four and 10 staff.

In addition to comparing two cases for generalizability (Yin, 2003) this study is utilizing quantitative analysis to compare and contrast the two capacity building program types, e.g. workshop training only and workshop plus technical and financial assistance. To provide a clear picture of the organizations in each capacity building program an additional analysis of the control variables looks at the organizations based on capacity building program type to demonstrate any significant differences. Table 9 shows that the organizations that received the training only capacity building programming are very similar to those organizations that received the additional technical and financial assistance. The only difference between the two groups lies in the number of organizations that have been established for less than five years. Almost 40% of the organizations receiving training only were established less than five years ago compared to 18% of those organizations receiving the additional technical and financial assistance.

Table 9 Organizational Established Date by Program

Capacity Building Program Type		Frequency	Percent	Cumulative Percent
training only	Over 10 years	17	37.0	37.0
	5-10 years	11	23.9	60.9
	<5 years	18	39.1	100.0
	Total	46	100.0	
technical and financial	Over 10 years	16	40.0	40.0
	5-10 years	17	42.5	82.5
	<5 years	7	17.5	100.0
	Total	40	100.0	

According to Table 10 the number of organizations that are faith based is comparable across capacity building program type. Almost 20% of the organizations that are receiving the training

only self indicate being faith based where almost 18% of the organizations receiving the additional technical assistance indicate being faith based.

Table 10 "Religious" Services by Program

Capacity Building Program Type		Frequency	Percent	Cumulative Percent
training only	no	37	80.4	80.4
	yes	9	19.6	100.0
	Total	46	100.0	
technical and financial	no	33	82.5	82.5
	yes	7	17.5	100.0
	Total	40	100.0	

As demonstrated by Table 11 a greater percentage of the organizations that are receiving the additional technical and financial assistance have budgets of \$100,001-\$500,000 (15%) and a great percentage have budgets of \$500,000+ (28%).

Table 11 Budget by Program

Capacity Building Program Type		Frequency	Percent	Cumulative Percent
training only	\$0-\$100,000	36	78.3	78.3
	\$100,001-\$500,000	9	19.6	97.8
	\$500,000+	1	2.2	100.0
	Total	46	100.0	
technical and financial	\$0-\$100,000	14	35.0	35.0
	\$100,001-\$500,000	14	35.0	70.0
	\$500,000+	12	30.0	100.0
	Total	40	100.0	

According to Table 12, 53% of the organizations that are receiving the workshop training only have three or fewer staff members compared with 25% of the organizations that are receiving the additional technical and financial assistance. While the percentages of organizations that have 4-10 staff members is comparable between capacity building program type, 26% more organizations that are receiving the additional technical and financial assistance have staffs with 11+ members .

Table 12 Staff Size by Program

Capacity Building Program Type		Frequency	Percent	Cumulative Percent
training only	<=3	25	54.3	54.3
	4-10	17	37.0	91.3
	11+	4	8.7	100.0
	Total	46	100.0	
technical and financial	<=3	10	25.0	25.0
	4-10	16	40.0	65.0
	11+	14	35.0	100.0
	Total	40	100.0	

From an analysis of the control variables based on capacity building program type a composite picture of the participant organizations is developed. The majority of organizations participating in the workshop training only has been in business for five or more years, is not “faith-based”, has a budget between \$0-\$100,000 and has less than three staff. The majority of organizations participating in the workshop plus technical and financial assistance training has been in business for five or more years, is not “faith-based”, has a budget between \$100,001 and \$500,000 and has between 4-10 staff.

4.1.2. Independent Variables

The independent variables in this study, Organizational Development, Organizational Program Development, Organizational Leadership and Organizational Collaboration are all index variables developed from the combination of appropriate indicators from the SCFPCF Organizational Effectiveness survey. The following descriptive analysis is of each indicator that when combined is representative of an independent variable.

For some of the independent variable indicators the post-test results at the conclusion of the SCFPCF for Cycle 1 and/or Cycle 2 are lower than the pre-test results. This may call into question any inferences regarding the relative ability of SCFPCF to influence perceived organizational effectiveness. However, these results can be explained by the phenomenon of *I didn't know how much I didn't know*. According Van Hoof, in her article on general semantics and learning, this is explained as follows, "I do know that the more I know the more I realize how much I don't know. From that observation I will infer that I am taking a step toward knowledge" (2004, p. 44). The learning process must allow for an opportunity to reflect upon knowledge acquired and process an adjustment of previously held beliefs (Van Hoof, 2004).

Organizational Development

One gauge of a nonprofit's organizational development is the infrastructure it has in place (De Vita and Fleming, 2001). Two main pieces of organizational development infrastructure include governance and human resources (*Michigan Nonprofit Association*, 2009). Tables 13 through 16 represent the literature based indicators for the independent variable Organizational Development which measure organizational governance and human resources infrastructure.

Table 13 Board Policy Manual

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	no	16	69.6	69.6
	yes	7	30.4	100.0
	Total	23	100.0	
End Cycle 1	no	9	39.1	39.1
	yes	14	60.9	100.0
	Total	23	100.0	
Start Cycle 2	no	13	65.0	65.0
	yes	7	35.0	100.0
	Total	20	100.0	
End Cycle 2	no	7	35.0	35.0
	yes	13	65.0	100.0
	Total	20	100.0	

Table 13 informs the frequency and percentage of organizations in both Cycle 1 and 2 that indicate the development of a Board of Directors Policy Manual. There is an approximate 30% increase in both Cycle 1 and Cycle 2 of organizations that indicate development of a Board of Directors Policy Manual.

Table 14 demonstrates the frequency and percentage of organizations in both Cycle 1 and Cycle 2 that indicate the development of a Human Resources policy manual. There is growth over both Cycles with the greatest growth coming in Cycle 2. Twenty percent of organizations in Cycle 2 report possession of a Human Resources policy manual after completion of the SCFPCF compared to 9% in Cycle 1.

Table 14 Human Resources Policy Manual

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	no	16	69.6	69.6
	yes	7	30.4	100.0
	Total	23	100.0	
End Cycle 1	no	14	60.9	60.9
	yes	9	39.1	100.0
	Total	23	100.0	
Start Cycle 2	no	14	70.0	70.0
	yes	6	30.0	100.0
	Total	20	100.0	
End Cycle 2	no	10	50.0	50.0
	yes	10	50.0	100.0
	Total	20	100.0	

Table 15 demonstrates the frequency and percentage of organizations in Cycle 1 and Cycle 2 that had their Human Resources policy manual approved by their Board of Directors. There was no change over Cycle 1 and Cycle 2 in the number and percentage of organizations that had their Human Resources policy manual approved by their Board of Directors. The numerical results were constant before and after the capacity building programming.

Table 15 Human Resources Policy Manual Approved by BOD

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	no	5	21.7	21.7
	yes	18	78.3	100.0
	Total	23	100.0	
End Cycle 1	no	5	21.7	21.7
	yes	18	78.3	100.0
	Total	23	100.0	
Start Cycle 2	no	3	15.0	15.0
	yes	17	85.0	100.0
	Total	20	100.0	
End Cycle 2	no	3	15.0	15.0
	yes	17	85.0	100.0
	Total	20	100.0	

Table 16 indicates how many organizations have dedicated Human Resources staff. While the number of organizations with Human Resources staff remained the same over the course of Cycle 2 the number fell over the course of Cycle 1.

Table 16 Dedicated Human Resources Staff

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	no	17	73.9	73.9
	yes	6	26.1	100.0
	Total	23	100.0	
End Cycle 1	no	20	87.0	87.0
	yes	3	13.0	100.0
	Total	23	100.0	
Start Cycle 2	no	17	85.0	85.0
	yes	3	15.0	100.0
	Total	20	100.0	
End Cycle 2	no	17	85.0	85.0
	yes	3	15.0	100.0
	Total	20	100.0	

Organizational Program Development

The measure of a nonprofit's organizational capacity is often viewed in terms of program development, i.e. the ability of an organizations to meets its communities service needs.

Program development is multifaceted and focuses on evaluation of existing programs to ensure clients' needs are being met (Trzcinski and Sobeck, 2008). This is accomplished both formally and informally by evaluating the needs of the community as a whole and the needs of the individual client and then adjusting programs and services to meet those needs (Trzcinski and Sobeck, 2008). Tables 17-22 demonstrate the descriptive analysis for the literature based indicators which form the independent variable Organizational Program Development. All the responses in Tables 17-22 are based on a Likert scale where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree.

Table 17 demonstrates the participant organizations ability to serve its community needs by capacity building program cycle. While the number of organizations that indicate they either agree or strongly agree grew over the course of Cycle 1 the number of organizations that indicate they either agree or strongly agree decreased over the course of Cycle 2.

Table 17 Organization Serves Community Needs

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	strongly disagree	1	4.3	4.3
	neutral	6	26.1	30.4
	agree	10	43.5	73.9
	strongly agree	6	26.1	100.0
	Total	23	100.0	
End Cycle 1	strongly disagree	2	8.7	8.7
	neutral	3	13.0	21.7
	agree	10	43.5	65.2
	strongly agree	8	34.8	100.0
	Total	23	100.0	
Start Cycle 2	neutral	3	15.0	15.0
	agree	13	65.0	80.0
	strongly agree	4	20.0	100.0
	Total	20	100.0	
End Cycle 2	neutral	4	20.0	20.0
	agree	9	45.0	65.0
	strongly agree	7	35.0	100.0
	Total	20	100.0	

Table 18 demonstrates the participant organizations ability to meet its community’s needs. While the number of organizations who either agreed or strongly agreed with the statement decreased over the course of Cycle 1 the number remained constant over Cycle 2.

Table 18 Organization Meets Community Needs

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	neutral	6	26.1	26.1
	agree	13	56.5	82.6
	strongly agree	4	17.4	100.0
	Total	23	100.0	
End Cycle 1	neutral	8	34.8	34.8
	agree	11	47.8	82.6
	strongly agree	4	17.4	100.0
	Total	23	100.0	
Start Cycle 2	neutral	5	25.0	25.0
	agree	13	65.0	90.0
	strongly agree	2	10.0	100.0
	Total	20	100.0	
End Cycle 2	neutral	5	25.0	25.0
	agree	10	50.0	75.0
	strongly agree	5	25.0	100.0
	Total	20	100.0	

Table 19 demonstrates the participant organization’s response to changing community needs. While the number of organizations that responded that they either agreed or strongly agreed that their organization responds to changing community needs remained constant over Cycle 1 the number decreased over Cycle 2. In Cycle 2 there was an increase in the number of organizations that reported neutrality in their response.

Table 19 Organization has Responded to Changing Community Needs

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	strongly disagree	2	8.7	8.7
	neutral	4	17.4	26.1
	agree	11	47.8	73.9
	strongly agree	6	26.1	100.0
	Total	23	100.0	
End Cycle 1	strongly disagree	1	4.3	4.3
	neutral	5	21.7	26.1
	agree	9	39.1	65.2
	strongly agree	8	34.8	100.0
	Total	23	100.0	
Start Cycle 2	disagree	1	5.0	5.0
	neutral	2	10.0	15.0
	agree	15	75.0	90.0
	strongly agree	2	10.0	100.0
	Total	20	100.0	
End Cycle 2	strongly disagree	1	5.0	5.0
	neutral	5	25.0	30.0
	agree	9	45.0	75.0
	strongly agree	5	25.0	100.0
	Total	20	100.0	

According to Table 20 more participant organizations at the end of both Cycle 1 and Cycle 2 indicated that they received client feedback. This shows an increase in organizational evaluation/development of services and programs.

Table 20 Organization Gets Client Feedback

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	strongly disagree	1	4.3	4.3
	disagree	3	13.0	17.4
	neutral	3	13.0	30.4
	agree	9	39.1	69.6
	strongly agree	7	30.4	100.0
	Total	23	100.0	
End Cycle 1	strongly disagree	2	8.7	8.7
	disagree	1	4.3	13.0
	neutral	1	4.3	17.4
	agree	12	52.2	69.6
	strongly agree	7	30.4	100.0
	Total	23	100.0	
Start Cycle 2	strongly disagree	1	5.0	5.0
	disagree	4	20.0	25.0
	neutral	2	10.0	35.0
	agree	10	50.0	85.0
	strongly agree	3	15.0	100.0
	Total	20	100.0	
End Cycle 2	disagree	1	5.0	5.0
	neutral	5	25.0	30.0
	agree	7	35.0	65.0
	strongly agree	7	35.0	100.0
	Total	20	100.0	

As a follow-up, as indicated by Table 21 more organizations implemented services/programs suggested by their clients over the course of Cycle 1. The number of organizations that disagreed with the statement decreased over Cycle 2.

Table 21 Organization Has Services Suggested by Clients

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	strongly disagree	1	4.3	4.3
	neutral	3	13.0	17.4
	agree	12	52.2	69.6
	strongly agree	7	30.4	100.0
	Total	23	100.0	
End Cycle 1	strongly disagree	1	4.3	4.3
	disagree	1	4.3	8.7
	agree	13	56.5	65.2
	strongly agree	8	34.8	100.0
	Total	23	100.0	
Start Cycle 2	disagree	4	20.0	20.0
	neutral	2	10.0	30.0
	agree	9	45.0	75.0
	strongly agree	5	25.0	100.0
	Total	20	100.0	
End Cycle 2	disagree	2	10.0	10.0
	neutral	6	30.0	40.0
	agree	8	40.0	80.0
	strongly agree	4	20.0	100.0
	Total	20	100.0	

Table 22 demonstrates if the participant organizations view themselves as an agent of change. While there is an increase in the number of organizations that view themselves as an agent of change over the course of Cycle 1 there is a slight decrease in the number of organizations over the course of Cycle 2.

Table 22 Organization Viewed as Agent of Change

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	strongly disagree	1	4.3	4.3
	neutral	5	21.7	26.1
	agree	10	43.5	69.6
	strongly agree	7	30.4	100.0
	Total	23	100.0	
End Cycle 1	strongly disagree	1	4.3	4.3
	neutral	5	21.7	26.1
	agree	9	39.1	65.2
	strongly agree	8	34.8	100.0
	Total	23	100.0	
Start Cycle 2	neutral	3	15.0	15.0
	agree	9	45.0	60.0
	strongly agree	8	40.0	100.0
	Total	20	100.0	
End Cycle 2	neutral	4	20.0	20.0
	agree	8	40.0	60.0
	strongly agree	8	40.0	100.0
	Total	20	100.0	

Organizational Leadership

The leadership of an organization is an integral part of building organizational capacity. Nonprofit leadership includes the CEO/Executive Director and the Board of Directors who together administers and governs the organization. There are many components of governance including understanding an organization's mission, creating and utilizing a strategic plan, working to improve leadership, having a diverse Board of Directors, creating a leadership transition plan, ensuring separate roles for the CEO/Executive Director and the Board of Directors and having a Board of Directors that fulfills commitments (Adams, 2011; Marx and Davis, 2012; Peregrine, 2011; Connolly and Lukas, 2002; De Vita et al., 2001). Tables 23-29, all based on a Likert scale, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, address each of these components as indicators for the independent variable Organizational Leadership.

Table 23 demonstrates the frequency and percentage of responses as to whether or not the organization understands its mission. Respondents in both Cycle 1 and Cycle 2 indicate more understanding of their mission over the course of the capacity building program.

Table 23 Organization Understands Mission

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	strongly disagree	1	4.3	4.3
	neutral	5	21.7	26.1
	agree	5	21.7	47.8
	strongly agree	12	52.2	100.0
	Total	23	100.0	
End Cycle 1	strongly disagree	2	8.7	8.7
	neutral	1	4.3	13.0
	agree	7	30.4	43.5
	strongly agree	13	56.5	100.0
	Total	23	100.0	
Start Cycle 2	strongly disagree	1	5.0	5.0
	disagree	2	10.0	15.0
	agree	7	35.0	50.0
	strongly agree	10	50.0	100.0
	Total	20	100.0	
End Cycle 2	disagree	1	5.0	5.0
	agree	9	45.0	50.0
	strongly agree	10	50.0	100.0
	Total	20	100.0	

From Table 24 it can be determined that over the course of the capacity building program in Cycle 1 and Cycle 2 that more organizations agreed and strongly agreed that their board of directors reviewed their strategic plan.

Table 24 Board Reviews Strategic Plan

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	strongly disagree	2	8.7	8.7
	disagree	3	13.0	21.7
	neutral	8	34.8	56.5
	agree	6	26.1	82.6
	strongly agree	4	17.4	100.0
	Total	23	100.0	
End Cycle 1	strongly disagree	1	4.3	4.3
	disagree	3	13.0	17.4
	neutral	2	8.7	26.1
	agree	10	43.5	69.6
	strongly agree	7	30.4	100.0
	Total	23	100.0	
Start Cycle 2	strongly disagree	2	10.0	10.0
	disagree	3	15.0	25.0
	neutral	8	40.0	65.0
	agree	4	20.0	85.0
	strongly agree	3	15.0	100.0
	Total	20	100.0	
End Cycle 2	strongly disagree	1	5.0	5.0
	neutral	3	15.0	20.0
	agree	16	80.0	100.0
	Total	20	100.0	

Table 25 addresses an organization’s commitment to improving the leadership of both the executive director and other staff. There was growth in both Cycle 1 and Cycle 2 in the number of organizations that indicated that they either agreed or strongly agreed that their organization helps the executive director and staff improve leadership.

Table 25 Organization Helps Executive Director/Staff Improve Leadership

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	strongly disagree	2	8.7	8.7
	disagree	1	4.3	13.0
	neutral	6	26.1	39.1
	agree	8	34.8	73.9
	strongly agree	6	26.1	100.0
	Total	23	100.0	
End Cycle 1	strongly disagree	1	4.3	4.3
	disagree	1	4.3	8.7
	neutral	4	17.4	26.1
	agree	9	39.1	65.2
	strongly agree	8	34.8	100.0
	Total	23	100.0	
Start Cycle 2	strongly disagree	1	5.0	5.0
	disagree	1	5.0	10.0
	neutral	2	10.0	20.0
	agree	10	50.0	70.0
	strongly agree	6	30.0	100.0
	Total	20	100.0	
End Cycle 2	disagree	1	5.0	5.0
	neutral	1	5.0	10.0
	agree	15	75.0	85.0
	strongly agree	3	15.0	100.0
	Total	20	100.0	

Table 26 demonstrates an organization’s board of directors’ diversity. In Cycle 1 and Cycle 2 the percentage of organizations that indicated that they either strongly disagreed or disagreed that their organization had a diverse board of directors decreased, indicating a desire to diversify their board of directors.

Table 26 Diverse Board of Directors

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	strongly disagree	1	4.3	4.3
	disagree	1	4.3	8.7
	neutral	2	8.7	17.4
	agree	8	34.8	52.2
	strongly agree	11	47.8	100.0
	Total	23	100.0	
End Cycle 1	strongly disagree	1	4.3	4.3
	disagree	1	4.3	8.7
	neutral	1	4.3	13.0
	agree	12	52.2	65.2
	strongly agree	8	34.8	100.0
	Total	23	100.0	
Start Cycle 2	strongly disagree	1	5.0	5.0
	disagree	2	10.0	15.0
	neutral	1	5.0	20.0
	agree	9	45.0	65.0
	strongly agree	7	35.0	100.0
	Total	20	100.0	
End Cycle 2	disagree	1	5.0	5.0
	neutral	4	20.0	25.0
	agree	9	45.0	70.0
	strongly agree	6	30.0	100.0
	Total	20	100.0	

Table 27 demonstrates the SCFPCF organization's possession of a leadership transition plan. Over the course of Cycle 1 and Cycle 2 the number of organizations that did not want to respond to the Likert scale question by indicating "neutral" grew. In addition the number of organizations that indicated possession of a leadership transition plan decreased.

Table 27 Leadership Transition Plan

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	strongly disagree	2	8.7	8.7
	disagree	7	30.4	39.1
	neutral	4	17.4	56.5
	agree	6	26.1	82.6
	strongly agree	4	17.4	100.0
	Total	23	100.0	
End Cycle 1	strongly disagree	2	8.7	8.7
	disagree	8	34.8	43.5
	neutral	5	21.7	65.2
	agree	6	26.1	91.3
	strongly agree	2	8.7	100.0
	Total	23	100.0	
Start Cycle 2	strongly disagree	1	5.0	5.0
	disagree	9	45.0	50.0
	neutral	4	20.0	70.0
	agree	4	20.0	90.0
	strongly agree	2	10.0	100.0
	Total	20	100.0	
End Cycle 2	strongly disagree	2	10.0	10.0
	disagree	6	30.0	40.0
	neutral	7	35.0	75.0
	agree	3	15.0	90.0
	strongly agree	2	10.0	100.0
	Total	20	100.0	

Table 28 demonstrates the organizations that have separate roles for their executive director and board of directors. Nonprofit organizations should not have their administrator, i.e. executive director/CEO also led the governance of the organization, i.e. member of the board of directors. Over the course of Cycle 1 the number of organizations that indicated having separate roles for their executive director and board grew while over the course of Cycle 2 the number of organizations that indicated having separate roles for their executive director and board decreased while those that reported being “neutral” increased.

Table 28 Separate Roles for Executive Director and Board

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	disagree	2	8.7	8.7
	neutral	8	34.8	43.5
	agree	7	30.4	73.9
	strongly agree	6	26.1	100.0
	Total	23	100.0	
End Cycle 1	strongly disagree	1	4.3	4.3
	neutral	2	8.7	13.0
	agree	15	65.2	78.3
	strongly agree	5	21.7	100.0
	Total	23	100.0	
Start Cycle 2	disagree	4	20.0	20.0
	agree	13	65.0	85.0
	strongly agree	3	15.0	100.0
	Total	20	100.0	
End Cycle 2	disagree	4	20.0	20.0
	neutral	3	15.0	35.0
	agree	12	60.0	95.0
	strongly agree	1	5.0	100.0
	Total	20	100.0	

Table 29 indicates how well the participant organizations board of directors fulfills their commitments. Over the course of Cycle 1 and 2 there is an increase in the number of organizations whose board of directors fulfill commitments.

Table 29 Board Fulfills Commitments

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	strongly disagree	2	8.7	8.7
	disagree	4	17.4	26.1
	neutral	12	52.2	78.3
	agree	1	4.3	82.6
	strongly agree	4	17.4	100.0
	Total	23	100.0	
End Cycle 1	disagree	3	13.0	13.0
	neutral	6	26.1	39.1
	agree	12	52.2	91.3
	strongly agree	2	8.7	100.0
	Total	23	100.0	
Start Cycle 2	disagree	3	15.0	15.0
	neutral	4	20.0	35.0
	agree	11	55.0	90.0
	strongly agree	2	10.0	100.0
	Total	20	100.0	
End Cycle 2	neutral	5	25.0	25.0
	agree	11	55.0	80.0
	strongly agree	4	20.0	100.0
	Total	20	100.0	

Organizational Collaboration

Creating opportunities for organizations to network, build relationships and enter into collaborations has become an important aspect of capacity building programming (Sanyal, 2006). As important as actually entering into formal collaborations and working with other organizations is the opportunity for organizations to get to know each other and form friendships in networking situations (De Vita et al., 2001; Paarlberg and Varda, 2009). The index variable Organizational Collaboration is based on three indicators measuring whether or not SCFPCF participant organizations know, work with and/or are friends with other SCFPCF participant organizations.

Table 30 shows how many SCFPCF participant organizations know but do not work with other participant organizations. Over the course of Cycle 1 and Cycle 2 more organizations indicate that they “know” other SCFPCF participant organizations.

Table 30 Organization Knows Agency on Roster

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	no	5	21.7	21.7
	yes	18	78.3	100.0
	Total	23	100.0	
End Cycle 1	no	3	13.0	13.0
	yes	20	87.0	100.0
	Total	23	100.0	
Start Cycle 2	no	5	25.0	25.0
	yes	15	75.0	100.0
	Total	20	100.0	
End Cycle 2	no	1	5.0	5.0
	yes	19	95.0	100.0
	Total	20	100.0	

Table 31 indicates how many SCFPCF participant organizations are working with other SCFPCF organizations. While the number of collaborations among SCFPCF participants declined over the course of Cycle 1 the number of collaborations increased 50% over the course of Cycle 2.

Table 31 Organization Currently Works with Agency on Roster

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	no	11	47.8	47.8
	yes	12	52.2	100.0
	Total	23	100.0	
End Cycle 1	no	15	65.2	65.2
	yes	8	34.8	100.0
	Total	23	100.0	
Start Cycle 2	no	12	60.0	60.0
	yes	8	40.0	100.0
	Total	20	100.0	
End Cycle 2	no	4	20.0	20.0
	yes	16	80.0	100.0
	Total	20	100.0	

Table 32 demonstrates how many of the SCFPCF organizations consider other participant organizations to be their friend. In Cycle 1 there was a 22% increase in organizations that considered other organizations friends and in Cycle 2 there was a 40% increase.

Table 32 Organization has Friends on Roster

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	no	9	39.1	39.1
	yes	14	60.9	100.0
	Total	23	100.0	
End Cycle 1	no	4	17.4	17.4
	yes	19	82.6	100.0
	Total	23	100.0	
Start Cycle 2	no	10	50.0	50.0
	yes	10	50.0	100.0
	Total	20	100.0	
End Cycle 2	no	2	10.0	10.0
	yes	18	90.0	100.0
	Total	20	100.0	

4.1.3. Dependent Variable

Perceived Organizational Effectiveness

As has been previously discussed in this study there are many different methods for measuring perceived organizational effectiveness. This study is utilizing an ecological or participant satisfaction model. An ecological or participant satisfaction model looks at the organization's relationship with its environment, its community and its ability to make adjustment in its ecology to meet its community needs (Sowa et al., 2004). An organization's environment is comprised of internal and external factors. Adjustments to an organization's internal ecology lie in its ability to create process and procedures that foster growth, have a leadership structure that facilitates such process and that an organization has the ability to change. Adjustments to an organization's external ecology revolve around its ability to serve its community's need and to change in conjunction with changes in the surrounding community (Sowa et al., 2004).

Perceived Organizational Effectiveness is an index variable based on the following indicators. Tables 33-40 demonstrate the frequencies and percentage of responses to each indicator. Each response is based on a five point Likert Scale where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree. Interestingly some of the responses from the pre-test to post-test decrease over the course of Cycle 1 and/or Cycle 2. This is explained by Van Hoof whose research on semantics shows how people's preconceived knowledge blocks what is actually known. Van Hoof states to following, "I do know that the more I know the more I realize how much I don't know. From that observation I will infer that I am taking a step

toward knowledge” (2004, p. 44). This observation contributes to the interpretation of the pre-post-test results.

Table 33 demonstrates the organization perceptions that the organization serves community needs. While there is an increase in the number of organizations that either agree or strongly agree that their organization serves community needs over the course of Cycle 1 the result remained constant over the course of Cycle 2.

Table 33 Organization Serves Community Needs

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	neutral	5	21.7	21.7
	agree	11	47.8	69.6
	strongly agree	7	30.4	100.0
	Total	23	100.0	
End Cycle 1	neutral	2	8.7	8.7
	agree	12	52.2	60.9
	strongly agree	9	39.1	100.0
	Total	23	100.0	
Start Cycle 2	neutral	2	10.0	10.0
	agree	15	75.0	85.0
	strongly agree	3	15.0	100.0
	Total	20	100.0	
End Cycle 2	neutral	2	10.0	10.0
	agree	10	50.0	60.0
	strongly agree	8	40.0	100.0
	Total	20	100.0	

According to Table 34, there is an increase in the number of organization's that believe that their organization changes with the community over Cycle 1 and Cycle 2.

Table 34 Organization Changes with Community

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	neutral	6	26.1	26.1
	agree	10	43.5	69.6
	strongly agree	7	30.4	100.0
	Total	23	100.0	
End Cycle 1	neutral	4	17.4	17.4
	agree	12	52.2	69.6
	strongly agree	7	30.4	100.0
	Total	23	100.0	
Start Cycle 2	neutral	4	20.0	20.0
	agree	15	75.0	95.0
	strongly agree	1	5.0	100.0
	Total	20	100.0	
End Cycle 2	neutral	1	5.0	5.0
	agree	13	65.0	70.0
	strongly agree	6	30.0	100.0
	Total	20	100.0	

Table 35 demonstrates the perception of a well designed organizational structure. While there is an increase over Cycle 1 there is a decrease over Cycle 2 in organizations that agree and strongly agree that their organizations structure is well designed.

Table 35 Organization Structure is Well Designed

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	strongly disagree	1	4.3	4.3
	disagree	2	8.7	13.0
	neutral	7	30.4	43.5
	agree	6	26.1	69.6
	strongly agree	7	30.4	100.0
	Total	23	100.0	
End Cycle 1	neutral	6	26.1	26.1
	agree	7	30.4	56.5
	strongly agree	10	43.5	100.0
	Total	23	100.0	
Start Cycle 2	disagree	1	5.0	5.0
	neutral	6	30.0	35.0
	agree	10	50.0	85.0
	strongly agree	3	15.0	100.0
	Total	20	100.0	
End Cycle 2	disagree	3	15.0	15.0
	neutral	6	30.0	45.0
	agree	10	50.0	95.0
	strongly agree	1	5.0	100.0
	Total	20	100.0	

Over the course of Cycle 1 and Cycle 2 there was an increase in the number of organizations that perceive their planning and control processes to be helpful to organization growth. Table 36 demonstrates the frequencies and percentages of increase.

Table 36 Organization Planning and Control Helpful to Growth

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	disagree	7	30.4	30.4
	neutral	5	21.7	52.2
	agree	5	21.7	73.9
	strongly agree	6	26.1	100.0
	Total	23	100.0	
End Cycle 1	disagree	1	4.3	4.3
	neutral	6	26.1	30.4
	agree	9	39.1	69.6
	strongly agree	7	30.4	100.0
	Total	23	100.0	
Start Cycle 2	strongly disagree	1	5.0	5.0
	disagree	1	5.0	10.0
	neutral	4	20.0	30.0
	agree	11	55.0	85.0
	strongly agree	3	15.0	100.0
	Total	20	100.0	
End Cycle 2	neutral	5	25.0	25.0
	agree	12	60.0	85.0
	strongly agree	3	15.0	100.0
	Total	20	100.0	

Table 37 demonstrates belief that the SCFPCF participant organization introduces enough new policies and procedures. During the course of Cycle 1 and Cycle 2 there is an increase in organizations that agree and strongly agree that their organization introduces enough new policies and procedures.

Table 37 Organization Introduces Policies and Procedures

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	strongly disagree	1	4.3	4.3
	disagree	2	8.7	13.0
	neutral	12	52.2	65.2
	agree	5	21.7	87.0
	strongly agree	3	13.0	100.0
	Total	23	100.0	
End Cycle 1	strongly disagree	1	4.3	4.3
	disagree	1	4.3	8.7
	neutral	8	34.8	43.5
	agree	8	34.8	78.3
	strongly agree	5	21.7	100.0
	Total	23	100.0	
Start Cycle 2	strongly disagree	1	5.0	5.0
	disagree	4	20.0	25.0
	neutral	5	25.0	50.0
	agree	7	35.0	85.0
	strongly agree	3	15.0	100.0
	Total	20	100.0	
End Cycle 2	disagree	1	5.0	5.0
	neutral	8	40.0	45.0
	agree	9	45.0	90.0
	strongly agree	2	10.0	100.0
	Total	20	100.0	

Participant organizations in Cycle 1 and Cycle 2 both demonstrate an increase in the perception that its leadership helps the organization progress. Organizations in both cycles demonstrate through Table 38 an increase in those organizations that strongly agree that its leadership helps progress.

Table 38 Leadership Helps Progress

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	neutral	1	4.3	4.3
	agree	13	56.5	60.9
	strongly agree	9	39.1	100.0
	Total	23	100.0	
End Cycle 1	agree	10	43.5	43.5
	strongly agree	13	56.5	100.0
	Total	23	100.0	
Start Cycle 2	neutral	3	15.0	15.0
	agree	12	60.0	75.0
	strongly agree	5	25.0	100.0
	Total	20	100.0	
End Cycle 2	neutral	3	15.0	15.0
	agree	10	50.0	65.0
	strongly agree	7	35.0	100.0
	Total	20	100.0	

As demonstrated in Table 39 there is an increase in organizations that agree and strongly agree that their organization favors change over the course of Cycle 1 and Cycle 2.

Table 39 Organization Favors Change

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	disagree	3	13.0	13.0
	neutral	2	8.7	21.7
	agree	6	26.1	47.8
	strongly agree	12	52.2	100.0
	Total	23	100.0	
End Cycle 1	disagree	3	13.0	13.0
	neutral	1	4.3	17.4
	agree	7	30.4	47.8
	strongly agree	12	52.2	100.0
	Total	23	100.0	
Start Cycle 2	disagree	2	10.0	10.0
	neutral	4	20.0	30.0
	agree	8	40.0	70.0
	strongly agree	6	30.0	100.0
	Total	20	100.0	
End Cycle 2	disagree	1	5.0	5.0
	neutral	1	5.0	10.0
	agree	12	60.0	70.0
	strongly agree	6	30.0	100.0
	Total	20	100.0	

An organizations ability to change is paramount to its ability to learn. As demonstrated by Table 40 there is an increase in Cycle 1 participants who strongly agree that their organization has the ability to change. Organizations in Cycle 2 remained constant for those that strongly agreed and additional two organizations perceived neutrality when asked if their organization has the ability to change.

Table 40 Organization has the Ability to Change

Program Cycle	Attribute	Frequency	Percent	Cumulative Percent
Start Cycle 1	strongly disagree	1	4.3	4.3
	neutral	1	4.3	8.7
	agree	12	52.2	60.9
	strongly agree	9	39.1	100.0
	Total	23	100.0	
End Cycle 1	neutral	1	4.3	4.3
	agree	9	39.1	43.5
	strongly agree	13	56.5	100.0
	Total	23	100.0	
Start Cycle 2	agree	14	70.0	70.0
	strongly agree	6	30.0	100.0
	Total	20	100.0	
End Cycle 2	neutral	2	10.0	10.0
	agree	12	60.0	70.0
	strongly agree	6	30.0	100.0
	Total	20	100.0	

4.2. Reliability Analysis

Reliability Analysis is utilized to evaluate the scale of the indicator variables which will combine to form the index constructs. Reliability analysis is used to measure the scales internal consistency ensuring that all the variables are measuring the same underlying construct.

Cronbach Alpha score is most often utilized to measure the internal consistency of a scale.

Cronbach Alpha scores range from 0 to 1. The closer the score is to 1 the more the scale can be relied upon to be internally consistent. As stated in the methodology section of this study the minimum acceptable Cronbach's Alpha score is set at .7.

Utilizing the "scale – reliability analysis" function of SPSS a Cronbach Alpha score was computed for each of the five index variable indicators. The endogenous construct of perceived organizational effectiveness's Cronbach Alpha score of .809 is very good and demonstrates strong internal consistency. The Cronbach Alpha scores for the exogenous constructs of organizational program development and organizational leadership are .718 and .806 respectfully. Both of these scores are above the .7 criteria set for this study. While at .676 the Cronbach Alpha score for organizational collaboration does not meet the .7 criteria set for this study it is still a good score for a study with a small sample size. It is often difficult to get a high Cronbach Alpha score for studies with small sample size (Pallant, 2011). As is the case in the final exogenous construct of organizational development with a Cronbach Alpha score of .600. While this score may call into question the internal consistency of this scale the score is only lowered by the results from the survey given in Cycle 2. The Cronbach Alpha score for organizational development Cycle 1 responses only is .791. From this good result the combined score of Cycle 1 and Cycle 2 scores of .600 will be accepted.

4.3. Bi-variate Correlations

Correlation analysis provides an opportunity to explore the strength and direction of a linear relationship between two variables. The Pearson's (r) coefficient will be utilized as the data for each indicator has become continuous through the creation of index variables (Pallant, 2011). The value is from -1 to +1. Whether the value is positive or negative explains whether the relationship is positive or negative. A positive relationship between variables indicates that as one variables score increases the other score increases as well. A negative correlation score indicates that as one variables score increases the other score decreases. The size of the absolute value indicates the strength of the relationship. The size of the correlation is determined as follows $r=.10-.29$ small correlation, $r=.30-.49$ medium correlation, $r=>.50$ strong correlation (Cohen, 1988).

In order to determine how much variance the variables share the coefficient of determination will be determined. This is calculated by squaring the rho score for each variable and then multiplying by 100 to determine the percentage of variance shared. While the significance level $p=<.05$ will be evaluated the small size of this studies sample may fail to recognize the significance of some relationships (Pallant, 2011). Therefore this study will focus more on the strength of the relationship and the shared variance.

First this study presents correlation analysis between the dependent variable of perceived organizational effectiveness and each independent variable. The results are presented below.

Table 41 Perceived Organizational Effectiveness and Organizational Development Correlation

		Perceived Organizational Effectiveness	Organizational Development
Perceived Organizational Effectiveness	r	1	**0.365
	p		.001

**Significant at the .001 level

The relationship between perceived organizational effectiveness and organization development is positive and significant at the $<.001$ level. The positive relationship indicates that as organizational development increases so does perceived organizational effectiveness. Organizational development explains 13% of the variance in perceived organizational effectiveness. With a score of .365 this indicates a medium correlation from which can be inferred a good relationship between perceived organizational effectiveness and organizational development.

Table 42 Perceived Organizational Effectiveness and Organizational Program Development Correlation

		Perceived Organizational Effectiveness	Organizational Program Development
Perceived Organizational Effectiveness	r	1	**0.363
	p		.001

**Significant at the .001 level

As demonstrated in Table 42 there is a positive relationship between perceived organizational effectiveness and organizational program development. The relationship is also significant at the $<.001$ level. Organizational program development also explains 13% of the variance in perceived organizational effectiveness. With an $r=.363$ perceived organizational effectiveness has a medium correlation with organizational program development.

Perceived organizational effectiveness has a positive but does not have a significant relationship with organizational collaboration. As demonstrated in Table 43 organizational collaboration explains only 1% of the variance in perceived organizational effectiveness. In addition, an r score of .105 indicates a small correlation between perceived organizational effectiveness and organizational collaboration.

Table 43 Perceived Organizational Effectiveness and Organizational Collaboration

		Perceived Organizational Effectiveness	Organizational Collaboration
Perceived Organizational Effectiveness	r	1	.105
	p		.335

As demonstrated in Table 44 the relationship between organizational leadership and perceived organizational effectiveness is positive and significant at the <.001 level. With an r score of .560 it is categorized as a large correlation which explains 31% of the variance in perceived organizational effectiveness.

Table 44 Perceived Organizational Effectiveness and Organizational Leadership Correlation

		Perceived Organizational Effectiveness	Organizational Leadership
Perceived Organizational Effectiveness	r	1	**0.560
	p		.000

**Significant at the .001 level

Bi-variate correlation analysis was also performed between perceived organizational effectiveness and the control variables; years organization established, budget, staff size and whether or not the organization provides faith based services. Table 45 demonstrates the results.

Table 45 Perceived Organizational Effectiveness and Control Variables Correlation

		Perceived Organizational Effectiveness	Years Established	Budget	Staff Size	Provide Faith based Services
Perceived Organizational Effectiveness	r	1	.143	-.089	.070	-.184
	p		.189	.413	.522	.090

Perceived organizational effectiveness does not have a significant relationship with any of the control variables. In fact it has a negative relationship with organizational budget and if the organization provides faith based services, i.e. is a faith based organization. This negative relationship indicates that as organization's perceived organizational effectiveness increases its budget decreases and those organizations that are not faith based have a higher perception of organizational effectiveness.

Bi-variate correlation analysis was also produced for the independent variables and the control variables as demonstrated by the tables below.

Table 46 Organizational Development and Control Variables Correlation

		Organizational Development	Years Established	Budget	Staff Size	Provide Faith based Services
Organizational Development	r	1	-.111	*.290	.157	-.186
	p		.307	.007	.148	.087

*Significant at the .05 level

Table 46 demonstrates the correlation between Organizational Development and the control variables of years established, budget, staff size and faith based services. Organizational Development is positively, statistically significantly correlated with Budget with $p < .05$. Even though statistically significant budget only explains 8% of the variance in Organizational

Development. With an $r=.29$ this demonstrates a small (Cohen, 1988) relationship between the two. Interestingly, even though not statistically significant, Organizational Development has a negative correlation with Years Established and Faith based services. This indicates that the younger the organization the higher the level of organizational development and an organization that is faith based has decreased organizational development.

Table 47 demonstrates the correlation between Organization Program Development and the control variables. There is a negative, statistically significant correlation between Organization Program Development and Faith based Services, $p<.05$. Faith based services explains 6% of the variance in Organizational Program Development. The negative, small $r=.25$ (Cohen, 1988) relationship indicates that organizations that are faith based have decreased Organizational Program Development.

Table 47 Organizational Program Development and Control Variables Correlation

		Organizational Program Development	Years Established	Budget	Staff Size	Provide Faith based Services
Organizational Program Development	r	1	.015	.113	.036	*-.259
	p		.888	.301	.743	.016

*Significant at the .05 level

Table 48 demonstrates the correlation between Organizational Collaboration and the control variables. There is a positive, statistically significant correlation between Organizational Collaboration and Staff Size, $p<.04$ and Faith based Services, $p<.05$. Staff Size explains 7% of the variance in Organizational Collaboration and Faith based Services explains 6% of the variance in Organizational Collaboration. This indicates that as staff size increases so does

organizational collaboration and if an organization is faith based it will have increased organizational collaboration. Interestingly there is a negative correlation between years established and organizational collaboration. The younger an organization is the higher the level of organizational collaboration. Both of these relationships are considered small, $r=.265$ and $.261$ respectively.

Table 48 Organizational Collaboration and Control Variables Correlation

		Organizational Collaboration	Years Established	Budget	Staff Size	Provide Faith based Services
Organizational Collaboration	r	1	-.172	.169	*.2651	*.261
	p		.113	.120	.014	.015

*Significant at the .05 level

Table 49 demonstrates the correlation between organizational leadership and the control variables. While all positive, none of the relationships are statistically significant and all are small (Cohen, 1988).

Table 49 Organizational Leadership and Control Variables Correlation

		Organizational Leadership	Years Established	Budget	Staff Size	Provide Faith based Services
Organizational Leadership	r	1	.056	.008	.211	.003
	p		.608	.940	.051	.978

4.3. T-Tests

4.3.1. Paired Samples T-Test

Analysis of Workshop and Workshop plus Technical and Financial Assistance Combined

A paired samples t-test was performed to evaluate the influence of the SCFPCF nonprofit capacity building program on the participant organizations perceived organizational effectiveness. This was accomplished by comparing the pre and post-test cycle 1 and 2 intervention mean scores of perceived organizational effectiveness respectively. The results were analyzed to determine the significance and size of the effect of the capacity building programming between the pre- and post-test scores for each cycle regardless of capacity building program type. The effect size will be based upon Cohen's d (Cohen, 1988) as follows: .01 – small effect size, .06 – moderate effect size, and .14 large effect size. Cycle 1 pre-test scores for those organizations that received workshop capacity building training only and those that participated in the workshop plus technical and financial assistance capacity building programming were compared to the same cycle 1 post-test scores. The same process was followed for Cycle 2. The results are as follows.

There was a statistically significant increase in perceived organizational effectiveness scores for cycle 1 workshop training only and workshop training plus technical and financial assistance participant organizations from the pre-test ($M=3.45$, $SD=.516$) and the post-test ($M=3.67$, $SD=.492$), $t(22) = 2.179$, $p=.04$ (two-tailed). The mean increase from cycle 1 pre-test to post-test is .217 with a 95% confidence interval ranging from .424 to .010. The eta squared

statistic of .18 indicates a large (Cohen, 1988) effect size of the capacity building programming on perceived organizational effectiveness.

While there was an increase in perceived organizational effectiveness for cycle 2 workshop training only and workshop training plus technical and financial assistance participant organizations it was not statistically significant from the pre-test ($M=3.41$, $SD=.421$) and the post-test ($M=3.58$, $SD=.364$), $t(19) = 1.47$, $p=.16$ (two-tailed). The mean increase from cycle 2 pre- to post-test was .169 with a 95% confidence interval ranging from .009 to .329. The eta squared of .10 indicates a moderate to large (Cohen, 1988) effect size of the capacity building programming on perceived organizational effectiveness.

Analysis of Workshop and Workshop plus Technical and Financial Assistance Separately

Next a paired sample t-test was conducted on cycle 1 and cycle 2 pre- and post-test SCFPCF capacity building programming. The results were analyzed to determine the significance and size of the effect of the capacity building programming between the pre- and post-test perceived organizational effectiveness scores for each cycle based on capacity building program type. The results are as follows.

While there was an increase in perceived organizational effectiveness from Cycle 1 workshop training only participants the difference between the pre- and post-test means was not statistically significant; pre-test mean ($M=3.39$, $SD=.553$) and post-test mean ($M=3.61$, $SD=.494$), $t(12) = 1.52$, $p=.154$ (two-tailed). The mean increase from Cycle 1 workshop training only was .212 with a 95% confidence interval ranging from -.514 to .091. The eta squared of .16 indicates a large (Cohen, 1988) effect of the cycle one workshop training only capacity building programming on perceived organizational effectiveness.

While there was an increase in perceived organizational effectiveness from Cycle 1 workshop training plus technical and financial assistance participants the increase was not statistically significant; pre-test mean ($M=3.53$, $SD=.482$) and post-test mean ($M=3.75$, $SD=.503$), $t(9) = 1.50$, $p=.168$ (two tailed). The mean increase from Cycle 1 workshop training plus technical and financial assistance was .225 with a 95% confidence interval ranging from -.564 to .114. The eta squared of .20 indicates a large (Cohen, 1988) effect size of the cycle one workshop training plus technical and financial assistance participants' perceived organizational effectiveness. The effect size for the Cycle 1 organizations that received the capacity building programming that included training, technical and financial assistance was larger than the effect size for the organizations that received workshop training only.

There is a statistically significant increase in Cycle 2 perceived organizational effectiveness for those organizations that received workshop training only capacity building programming; pre-test scores ($M=3.40$, $SD=.268$), $t(9) = 3.72$, $p=.005$ (two tailed). The mean increase is .250 with a 95% confidence interval ranging from .402 to .098. The eta squared score of .60 indicates a large (Cohen, 1988) effect of the capacity building workshop programming on the workshop training only capacity building programming organization participants.

While there is an increase in the perceived organizational effectiveness scores for Cycle 2 organizations that received workshop training plus technical and financial assistance the increase is not statistically significant; pre-test scores ($M=3.41$, $SD=.549$) and post-test scores ($M=3.50$, $SD=.424$), $t(9) = .393$, $p=.704$ (two tailed). The mean increase is .087 with a 95% confidence interval ranging from -.591 to .416. An eta squared score of .02 indicates a small (Cohen, 1988)

effect size of the workshop plus technical and financial assistance capacity building programming on perceived organizational effectiveness of the participant organizations.

4.3.2. Independent Sample T-Test

An independent samples t-test was conducted to compare the mean scores for perceived organizational effectiveness for the organizations that received workshop only capacity building programming and the organizations that received workshop capacity building programming plus additional technical and financial assistance. The t-test was analyzed to determine the significance and size of the influence of the SCFPCF capacity building programming for those organizations that received workshop capacity building programming only and those organizations that received workshop plus technical and financial assistance capacity building programming. The results are as follows.

At the end of Cycle 1 there was no statistically significant difference in the mean perceived organizational effectiveness scores between the organizations that received the workshop only capacity building programming ($M=3.61$, $SD=.494$) and the organizations that received workshop plus technical and financial assistance capacity building programming ($M=3.75$, $SD=.503$; $t(21) = .688$, $p=.499$, two-tailed). The magnitude of the difference between the means (mean difference = .144, 95% confidence interval: .580 - .291) was small (eta squared = .02). Only 2% of the variance in perceived organizational effectiveness is due to capacity building program type. However, even though not significant and only slight the perceived organizational effectiveness mean score for those organizations that received the workshop plus technical and financial assistance capacity building training was higher at the conclusion of the

SCFPCF. Mean score for the organizations that received workshop training only was 3.61 and the score for the organizations that received the additional technical and financial assistance was 3.75.

At the end of Cycle 2 there was no significant difference in the mean perceived organizational effectiveness scores between the organizations that received the workshop only capacity building programming (M=3.65, SD=.293) and the organizations that received workshop plus technical and financial assistance capacity building programming (M=3.50, SD=.424; $t(18) = .919$, $p = .370$, two-tailed). The magnitude of the difference between the means (mean difference = .150, 95% confidence interval: .193 - .493) was small to moderate (eta squared = .04). Only 4% of the variance in perceived organizational effectiveness is due to capacity building program type. In addition the Cycle 2 mean perceived organizational effectiveness score for those organizations that received workshop training only was higher (3.65) than the organizations that also received the additional technical and financial assistance (3.50).

4.4. ANOVA

A one-way Analysis of Variance was performed on the following control variables to measure each variables impact on Perceived Organizational Effectiveness. For the purposes of this study the participant organizations were divided into three groups based on the participant organizations demographics (Salamon and Anheier, 1997): according to the organization established date, <5 years, 5-10 years and over 10 years), staff size (<=3, 4-10, and 11+) and budget size (\$0-\$100,000, \$100,001-\$500,000 and \$500,000+). Nonprofit literature often groups nonprofit organizations based on age and size; staff and budget. Terms such as micro,

small, community based, emerging, established, large and mega are often mentioned (Kapucu et al., 2011; Paarlberg and Varda, 2009; Trzcinski and Sobeck, 2008; Light, 2004). However there is no definitive definition in the literature as to size limits and categories (Salamon and Anheier, 1997). Less than 10% of all nonprofit organizations have an operating budget in excess of \$250,000 (Light, 2004). It is fairly recognized nationally a nonprofit with a budget < \$500,000 is considered a small organization (Light, 2004) but in some communities an organization with a budget larger than \$100,000 would be considered large. An organizations categorical moniker is dependent upon the community in which it exists (Salamon and Anheier, 1997). As there is no industry accepted limits and terms for categorizing nonprofit organizations the participant organizations in this study were grouped in such a way to show the range of age and size found in the particular communities in which these organizations operate.

After determining that the data do not violate the assumptions for ANOVA the results are as follows for organization established date. The only statistically significant difference at the <.05 in perceived organizational effectiveness scores is for SCFPCF Cycle 2 workshop training only participants at the start of Cycle 2; $F(2)(7) = 6.72, p = .02$ and at the end of Cycle 2; $F(2)(7) = 5.44, p = .04$.

Table 50 Perceived Organization Effectiveness and Organization Established Date

Capacity Building Program Type	Program Cycle	Sum of Squares	df	F	Sig.	
workshop training only	Start Cycle 1	Between Groups	.991	2	1.841	.209
		Within Groups	2.692	10		
		Total	3.683	12		
	End Cycle 1	Between Groups	.844	2	2.021	.183
		Within Groups	2.089	10		
		Total	2.933	12		
	Start Cycle 2	Between Groups	.427	2	6.718	.024
		Within Groups	.223	7		
		Total	.650	9		
	End Cycle 2	Between Groups	.472	2	5.441	.038
		Within Groups	.303	7		
		Total	.775	9		
plus technical and financial	Start Cycle 1	Between Groups	.021	1	.082	.782
		Within Groups	2.066	8		
		Total	2.088	9		
	End Cycle 1	Between Groups	1.113	2	3.336	.096
		Within Groups	1.168	7		
		Total	2.281	9		
	Start Cycle 2	Between Groups	.125	2	.169	.848
		Within Groups	2.595	7		
		Total	2.720	9		
	End Cycle 2	Between Groups	.068	2	.152	.862
		Within Groups	1.557	7		
		Total	1.625	9		

Post Hoc comparisons using Tukey HSD demonstrates that the mean perceived organizational effectiveness pre-test score for Cycle 2 workshop training only SCFPCF participant organizations is statistically different between organizations that were established 10+ years ago ($M=3.28$, $SD=.213$) and those established 5-10 years ago ($M=3.81$, $SD=.088$) $p=.03$ and between organizations that were established 5-10 years ago and those that were established <5 years ago ($M=3.31$, $SD=.161$) $p=.03$. However at the end of cycle 2 there is only one statistically significant difference in the perceived organizational effectiveness mean score for workshop training only participant organizations that were established <5 years ($M=3.33$, $SD=.190$) and 5-10 years ($M=3.88$, $SD=.250$) $p=.04$. Calculating an Eta score the effect size for the pre-test organizations is .66 indicating a large effect of organizational established date on perceived organizational effectiveness and the Eta score for the post-test organizations is .60 indicating a large effect size as well (Cohen, 1988).

There is no statistically significant difference at the $<.05$ in perceived organizational effectiveness for the three staff size groups either pre- or post-test or workshop training only or workshop plus technical and financial assistance, or the three budget size groups either pre- or post-test or workshop training only or workshop plus technical and financial assistance. There is no statistically significant impact on perceived organizational effectiveness from any particular staff size or budget grouping.

4.5. Multiple Regression (OLS)

Multiple Regression (Linear) was conducted to evaluate the ability of the independent variables of organizational development, organizational program development, organizational

leadership and organizational collaboration and the control variables of age of organization, staff size, budget and “faith based services” to predict influence on the dependent variable perceived organizational effectiveness. Initially the results were evaluated to see if the assumptions of multiple regression, Multicollinearity, singularity, normality, linearity, and Homoscedasticity had been violated. Multicollinearity refers to the relationship between the independent variables. Multicollinearity occurs when the independent variables are too highly correlated or when $r = .9$ or above. Singularity exists when one independent variable is actually a combination of other independent variables. It is measuring the same thing as the other variables. Normality, linearity and Homoscedasticity refer to the distribution of the scores of the independent variables and the relationship between the variables. These assumptions are checked by looking that the residual scores on scatter plots. The residual scores are the difference between the actual and the predicted dependent variable scores. The data is normal when the residuals are normally distributed with the predicted dependent variable scores. The data is linear when the residuals fall in straight line along the predicted dependent variables scores, and the data is Homoscedastic when the residuals variance for the predicted dependent variable scores are the same for all predicted scores.

Correlation analysis was conducted to determine if the independent and control variables violate the assumptions of Multicollinearity or singularity. All of the independent variables, except organizational collaboration, and none of the control variables, were somewhat correlated, above .3. Of those variables that were correlated none were correlated above .7. In addition the Tolerance Collinearity Statistic for each variable is above .10 and the VIF Collinearity Statistic is below 10. From these results it can be determined that the data do not violate the assumptions of

Multicollinearity or singularity. As evidenced by the Normal P-P Plot the residual data points all fell reasonably along a linearly straight line and on the scatter plot the data were clustered in the center in somewhat of a rectangular shape. From the above results it is concluded that the data do not violate the Multicollinearity, singularity, normality, linearity, or Homoscedasticity assumptions of multiple regression.

Next the model summary was evaluated. As this study is utilizing a small sample size the Adjusted R score is reported to explain how much of the variance in perceived organizational effectiveness is explained by the model which includes all four of the independent variables and four control variables. As demonstrated by Tables 51 and 52 below, the statistically significant (<.001) Adjusted R Square score of .41 or almost 42% of the variance in Perceived Organizational Effectiveness is explained by the capacity building activities of Organizational Development, Organizational Program Development, Organizational Leadership and Organizational Collaboration and the control variables of Organization Established Date, Staff Size, Budget and if “Faith based”.

Table 51 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.687	.472	.417	.35158	1.964

Table 52 ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.494	8	1.062	8.590	.000
	Residual	9.518	77	.124		
	Total	18.013	85			

As demonstrated in Table 53 each independent and control variable was evaluated to determine each variables unique contribution to Perceived Organizational Effectiveness.

Table 53 Model Coefficients

	Model	Unstandardized Coefficients		Standardized Coefficients		Correlations	
		B	Std. Error	Beta	t	Sig.	Part
1	Perceived Organizational Effectiveness	1.571	.331		4.753	.000	
	Organizational Collaboration	.233	.124	.176	1.879	.064	.156
	Organizational Development	.226	.152	.147	1.488	.141	.123
	Organizational Program Development	.179	.071	.230	2.504	.014	.207
	Organizational Leadership	.281	.063	.430	4.431	.000	.367
	Organization Established Date	.063	.053	.112	1.193	.237	.099
	Staff Size	.009	.058	.014	.147	.884	.012
	Budget	-.096	.063	-.155	-1.517	.133	-.126
	"Faith based"	-.194	.113	-.165	-1.708	.092	-.142

According to Table 53 with a statistically significant (<.001) Beta score of .430, Organizational Leadership makes the strongest unique contribution to Perceived Organizational Effectiveness, and explains 13% of the variance in Perceived Organizational Effectiveness.

With a statistically significant ($<.05$) Beta score of .230 Organizational Program Development makes the second strongest unique contribution and explains 4% of the variance in Perceived Organizational Effectiveness. According to Table 53, the independent variables of Organizational Development and Organizational Collaboration are not statistically significant and explain very little of the variance in Perceived Organizational Effectiveness. In addition none of the control variables are statistically significant or explain much of the variance in Perceived Organizational Effectiveness.

From the analysis it can be determined that the SCFPCF activities to build organizational leadership and organizational program development contributed the most to Perceived Organizational Effectiveness. Organizational Leadership capacity building activities are universally mentioned in capacity building literature as a best practice activity (Backer, 2001; Harrow, 2010; De Vita, Fleming and Twombly, 2001). Capacity building literature often stresses the importance of organizational program development capacity. A strong indicator of an organization's ability to build comprehensive capacity is through the strength of an organization's program development capacity (Trzcinski and Sobeck, 2008).

4.6. Qualitative Analysis – Organizational Perceptions

As this study is heavily relying on quantitative methods as a primary method of analysis in responding to the proposed research questions and hypotheses, this qualitative section is offered as anecdotal evidence to supplement the tenets offered. For the purpose of illuminating the myriad of ways in which organizational effectiveness is measured by the individual organizations an analysis of the open-ended SCFPCF Organizational Effectiveness Survey

questions regarding individual organizational perceptions of success is conducted. This includes participants from both the workshop training only and workshop training plus technical and financial assistance SCFPCF participants. In an SCFPCF concluding survey the workshop plus technical and financial assistance participant organizations were asked to share their opinions on participation in the program. A representative reporting of those results is included as well.

As described in detail in section 3.7. the responses given in the 10 focus group discussions from the workshop training plus technical and financial assistance participants' are scanned for organizational perceptions of the SCFPCF program as a whole. An additional investigation of the workshop training plus technical and financial assistance participants Donor Edge® Portfolio's is completed to evaluate the nonprofit administrative infrastructure of the 20 workshop training plus technical and financial assistance organizations at the conclusion of the SCFPCF. The Donor Edge® Portfolio, explained in detail in section 4.6.2., is a national web based platform utilized by the Community Foundation of Central Florida, to collect administrative infrastructure data of nonprofit organizations.

4.6.1. Measure Success/Effectiveness

One of the major difficulties in determining if Capacity Building programming increases an organization's effectiveness is the complex question of how to universally measure organizational effectiveness (Light, 2004; Sowa et al., 2004; Herman and Renz, 1999). Effectiveness is a proxy term that comprises all the outputs and outcomes of an individual organization. Each organization defines effectiveness or their success differently. Effectiveness is determined at the individual organizational level. While fund granting organizations can

impose standards for effectiveness or success that must be reported and met for funding opportunities it is only through the lens of an organization’s leadership that success/effectiveness can be measured.

From the open-ended question on the SCFPCF which asked participant organizations Q39 “How does your organization measure success” five common responses were recorded. They are number of clients served, program evaluation, pre-post program tests, client feedback surveys and administrative infrastructure, i.e. successful financial development, engaged board of directors, production of an annual report, to name a few. While some of the organizations reported employing more than one method to measure success, most organizations, 86%, only measure success by one of the five indicators. As demonstrated by Table 54 the majority, 79%, of participant organizations measure success by the number of clients served.

Table 54 Measuring Success/Effectiveness

	Number of Clients Served	Program Evaluation	Pre-Post Program Tests	Client Feedback Surveys	Administrative Infrastructure
Q 39. How does your organization measure success?	79%	19%	37%	30%	16%

A post SCFPCF additional phone survey was conducted to evaluate the capacity building programs influence on the 20 workshop plus technical and financial assistance participant organizations in the areas of increased knowledge, skills, management practices and delivery of services. The complete survey is located in Appendix F. At the conclusion of this survey the researcher in this study asked each respondent "Do you have any additional comments you

would like to share regarding your participation in the program”. All 20 organizations responded positively. A majority of the organizations indicated gratefulness at having been a part of the program demonstrating the importance of capacity building programming from the organization’s perspective;

“very grateful for the opportunity to participate in this program....looking forward to finishing the year stronger”, I am really thankful to have been able to participate in the program it really helped my organization develop its leadership, program development....thank you for letting us be able to be a part of this program”, “thank you”, “thank you for the opportunity to participate in the program”.

The organizations were asked how they would operate differently since participation in the program. A majority indicated that the SCFPCF program contributed to their organizational efficiency and focus;

“we now think in terms of MOAs and referrals, when collaboration with other agencies and we understand the value of surveying clients and collecting data. This program has added “order” to the “heart” of our agency. Now we are aware that the “business” of caring...is just as critical as “loving”, “more efficiently”, “staff use of time is more efficient”, “we are more focused in what we do”, “more efficiently, we are light years from where we were”, “...our board will operate effectively and efficiently”, “we have a more strategic focus”, “more efficient operations”, “we will be more effective and work smarter...the new accounting program will be more efficient for building our organization”.

The organizations were also asked if based on their definition of organizational effectiveness did this program influence your organizations effectiveness the responses were affirmative,

“most definitely...we definitely have a better organization”, “yes, I would say that it definitely influence our effectiveness”, “yes, the strategic planning was very instrumental in getting our goals focused and the board training was critical as we are transitioning from a founder based organization to other leadership”.

However, in capacity building literature organizational effectiveness is evaluated through the lens of administrative infrastructure (De Vita et al., 2001; Backer, 2001). Building an organization’s administrative infrastructure means building an organization’s board and staff leadership capacity; financial and human resources capacity; and collaborative capacity (De Vita et al., 2001). While the lens of the researcher and funder look to these factors as an indicator of success/effectiveness as evidenced by Table 49 above the individual organization looks in a different direction. Only 16% of the organizations indicated “administrative infrastructure” as a measure of success/effectiveness.

4.6.2 Donor Edge® Portfolio Analysis

The Donor Edge® Portfolio platform is a national web based tool developed by GuideStar and utilized locally by the Community Foundation of Central Florida (CFCF) to collect administrative infrastructure data directly from nonprofit organizations. The CFCF is able to analyze and scrutinize the information given by nonprofit organizations and then present that information to the community at large. The Donor Edge® Portfolio provides information on four areas of administrative infrastructure; management, governance, financials and programs. The purpose of the program is to connect donors to nonprofit organizations there-by creating new sources of financial development for local nonprofits. Nonprofit organizations must be

invited to create a portfolio. Only the 20 SCFPCF organizations that received workshop training plus technical and financial assistance were invited by the CFCF to complete a Donor Edge® portfolio.

In order to evaluate the administrative infrastructure of SCFPCF participant workshop training plus technical and financial assistance organizations each organization was evaluated to determine if they had submitted Donor Edge® portfolio and if they did that portfolio was evaluated or “reviewed” by the CFCF. In order for nonprofit organizations to have their portfolio reviewed by the CFCF and thus be made available on the CFCF Donor Edge® website, cfcf.guidestar.org, the portfolio must be considered complete by containing certain documents that comprise administrative infrastructure (De Vita et al., 2001). Those documents, all of which must be approved by the respective organization board of directors include board selection criteria, conflict of interest policy, fundraising plan, strategic plan, management/leadership succession plan and organizational policies and procedures.

Of the 20 organizations invited to complete a portfolio, six organizations in Cycle 1 and three organizations in Cycle 2 have a “reviewed” portfolio available for viewing on the CFCF Donor Edge® website. While only 45% of the organizations have a reviewed portfolio this doesn’t complete the picture of the organizations. The 20 organizations that received workshop training plus technical and financial assistance also received additional technical assistance from a consultant in the area of strategic planning, policies and procedures, and financial planning. The result of each was the production of a strategic plan, policies and procedures and a financial plan. In essence 100% of the 20 organizations that received workshop training plus technical and financial assistance possess these documents. Looking at the responses on the SCFPCF

Organizational Effectiveness survey at the end of Cycle 1 and Cycle 2 for the workshop training plus technical and financial assistance which correspond with the other requirements for the reviewed Donor Edge® portfolio completes the picture. Of those 20 organizations 75% indicate that they have a board with diversity and 65% indicate that they do not have a leadership transition/succession plan. The lack of this plan would keep those organizations from being able to complete a Donor Edge® portfolio.

The results from the Donor Edge® portfolio analysis contribute to the discussion on the influence of organizational development on perceived organizational effectiveness. This analysis also contributes to the discussion of a possible disconnect between the way nonprofit organizations measure their success/effectiveness and the way funders measure nonprofit effectiveness. In addition the analysis of the Donor Edge® Portfolios provides an evaluation of the workshop training plus technical assistance organizational effectiveness from the lens of a nonprofit funder. While many funders of nonprofit organizations look to the types of requirements needed to have a “reviewed” portfolio as a measure of organizational development and to be considered worthy of funding, (Light, 2004) this analysis demonstrates that even though only 45% of the eligible participant organizations possess a reviewed portfolio, 100% of these organizations possess the main elements of administrative infrastructure (De Vita et al., 2001) at the conclusion of the SCFPCF. This disconnect is demonstrated in Table 49 where only 16% of the participant organizations look to administrative infrastructure as a measure of success/effectiveness.

4.6.3. Focus Group Analysis

At the conclusion of 10 of the SCFPCF workshop trainings, and as a part of a grant business meeting, informal focus groups were held as an opportunity for each of the 20, 10 in Cycle 1 and 10 in Cycle 2, organizations that received additional technical and financial assistance to share their experiences. The informal sharing process consisted of each organization's representative in turn sharing whatever information they deemed would be informative to the group at large. At each focus group the same request was made to "please inform the group as to what they had been able to accomplish since the last business meeting because of participation in the SCFPCF". This study's researcher singly took nineteen single spaced pages of notes over the course of the 10 focus groups and every attempt to accurately capture each comment was made. The focus groups were not recorded so a perfect accounting of every comment is not possible. The notes are a streaming narrative of general comments from each organization. This study's researcher exclusively analyzed the notes and classified the information by four common topics. The topics are financial, GRA, administrative infrastructure and collaboration. The qualitative information is being offered as anecdotal to buffer the quantitative analysis. A rigorous content analysis method was not employed and the qualitative data was not coded. The comments over the 10 focus groups were consistently positive and demonstrated the positive influence the capacity building programming was having on their organization. The comments from the four common topics are reproduced below.

Financial

"we got the computers", "IT infrastructure installed", "buying IT infrastructure", "working with a nonprofit mgt consultant and held a board and staff retreat and looking hw to bring board

and staff together to achieve goals”, “purchased banner to advertize ESL/parenting classes and purchased iMac”, “purchased new computers”, “with the help of grant we are getting new website”, “purchased freezers to stock food, old freezers went to Hope International”, “got new computers in learning lab to run job search programs”, “ purchased quick books training, continued looking at training cd, we have budgets and can now present professional reports, got 4 square computer desks for clients”, “bought a MAC”, “we bought a notebook computer with Ms Office 2010 currently have 2006, and are hiring a CPA to consult with QuickBooks”, “putting in a funding request for executive coaching for board and staff and for a community needs assessment”, “purchased executive coaching”, “purchased IT infrastructure that will be at the mobile home park transitional housing, we want to be able to have internet in the different places and a main server and security system located in center but will need to have two trenches dug and there is no way we could have done this without being able to tap into this grant and it will make the facility more volunteer friendly and able to do more because the internet is so important”, “bought 3 new fridges and freezers for the food pantry, that is a blessing”, “we have has a successful month, we purchased all new computers and WiFi was installed in shelter because of this we had a shelter resident started job searching and got a job at one of theme parks”, “we got Quickbooks”, “we have new computers which made the staff happy now we have a client data base and the staff comments on how easier it is to keep notes with client data base the time saving is great and we now have a computer programs that a potential job applicant might find in the work place so we are looking to find more program for them to practice on”

GRA

“our GRA has helped us she works very hard, she does an outstanding job now rewriting an employee manual and she has excellent ideas”, “GRA is working on a case statement”, “GRA putting together board policies and procedures”, “GRA working on board policies”, “we are surprised at how much we have been able to accomplish in one month with the help of our GRA”, “GRA helping with grants (three)”, “GRA helped write a case statement that was helpful for the Fish Foundation grant”, “GRA working on updated action plan and helping us to get approval for purchases through the grant”, “GRA working on translation of items to Spanish, did a survey, client satisfaction and did a needs assessment and asked what kind of training clients would attend and one was utility costs ways to save money and reduce costs, getting training room ready to train people”, “GRA has helped us with marketing flyers for volunteers, case statements, in general has done a lot of the important stuff that needs to be done but there isn’t time to do”, “can’t say enough about having GRA work with us and help us”, “GRA recommended the City of Orlando Mayor matching grant which we were awarded it will fund a youth camp in summer”

Administrative Infrastructure

“putting out annual report”, “now have a plan for volunteers”, “now have new tracking and monitoring system, HIPPA compliant”, “revenue development plan completed”, “ready to implement new volunteer program”, “completing a strategic plan showed weakness and grant is helping eliminate the weaknesses”, “have a manual for a strategic plan”, “got 501 c 3 status this week”, “over last month have done some restructuring, had to update the strategic plan”, “have been working on getting action steps on strategic plan”, “using some of grant money to

pay for office manager to become HR certified”, “working on 501 c 3”, “implemented financial management policies, volunteer policies and procedural manual and a fund development plan was created and we want to check with consultant but believe Strategic Plan is finalized”, “complete Strategic Plan, now working on steps of action”, “our big accomplishment is strategic action plan and filling in blanks on who is responsible for what”, “working to get case statement now, working on financial controls, preparing for an audit”, “working on strategic action plan policies and procedures getting those in place”, “we have a new data base for volunteers”, “we did a training for volunteers and we have 3 new volunteers that are completely trained and our goal is for 10 new volunteers by end of year”, “we went through a difficult national accreditation process and from the exit interview, we were told that we have an excellent organization that was very thorough we had good clear policies, good financial management controls, have volunteer and staff job descriptions, an excellent strategic plan and action, reviews told us the SCCFP training and financial and technical assistance was obviously a corner stone in our development they are recommending that we be accredited for the full five years”, “have move our records from an open system to computer software program and now have and are using Quickbooks”

Collaboration

“we have met one goal of 3 new partnerships”, “because of this program and we are collaborating with Parsons Circle to help people in Sumter’s county”, “we will be doing a volunteer training and collaboration with Harbor House for a domestic violence volunteer training”, “handy man can program is partnering with carpenter union to give apprenticeships”, “have two sites for employment training through collaborating with Simmeon

Resource Center for Men”, “went on training to become a career facility works in conjunction with Center for Change”, “new collaboration with united way”, “partnered with Workforce Central Florida and distributed school supplies to about 300 families who needed school supplies”, “we are focusing now on sustainability and collaboration”, “beginning to implement partnerships in communities and will be getting written MOA’s”, “talked to a couple of agencies in area with possible partnerships”, “want to lift up our partners, Parsons in the same building as us, trying to get a one stop shop, so now working with Parsons for job development and food stamps, also working with Refuge joining women’s transitional shelter are going to let them take care of shelter business and as soon as we get one shelter closed up we will help fund them financially and then we gave them a bunch of clothes for their closet”

The focus groups bring into view the importance of the financial assistance piece, the technical assistance provide by the GRA and the collaborations developed as a result of the capacity building program. Training, either workshop or technical assistance is important but without the funds to purchase the necessary equipment or training the programming will struggle to have impact (Backer et al., 2006). While the financial assistance is not evaluated separately from the technical assistance through the focus groups the significance and contribution of the financial assistance as a part of the capacity building programming is brought to light. This analysis supports the study’s grouping of technical and financial assistance as a capacity building program modality by demonstrating how the financial assistance enabled organizations to utilize the technical assistance. The comments above demonstrate how programming was increased due to the purchase of freezers, the production of budget reports is enabled due to the purchase of QuickBooks software and the training on how to use the programming, a newsletter is able to be

created to increase communication by the purchase of an iMac, the purchase of new laptops enables more clients the opportunities to apply for jobs and complete training, etc.

Analysis of the focus groups also demonstrates the role of the GRA in providing technical assistance. While the role of the GRA is not quantifiable is it shown through the focus groups anecdotal comments. This analysis demonstrates the need for assistance in implementing many of the administrative infrastructure building tasks that the organizations learn of in the workshop capacity building training.

Analysis of the focus groups provides additional insight into the steps the organizations took to build their administrative infrastructure. Many of the comments focus on the policies and procedures developed and the strategic plans that were created. Analysis if these comments direct attention to how the participant organizations were able to take the knowledge acquired through the workshop trainings and the technical and financial assistance and move that knowledge to action.

While the number of collaborations formed was not directly measured analysis of the focus group comments demonstrate that some collaborations were formed as a result of the SCFPCF. Collaborations were formed between SCFPCF participants and with nonparticipant agencies. However, there is no evidence of the results of these collaborations or if they were considered to be a success by the participant organizations.

4.7. Hypothesis Testing

Based on the findings in the quantitative section on Independent T-tests and Multiple Regression the hypothesis are evaluated in this section. Analysis of the results presented in Tables 51, 52 and 53 are utilized. Table 55 demonstrates the results.

H₁ Organizations that are receiving capacity building workshop training plus technical and financial assistance will have a greater increase in perceived organizational effectiveness than those organizations receiving workshop capacity building training only.

This hypothesis is not supported by the results. While the Paired Samples T-test comparing the mean increase in scores for Cycle 1 and Cycle 2 participant organizations by capacity building type indicate a statistically significant increase in scores with a large effect of the capacity building programming on perceived organizational effectiveness the Independent T-test does not support a statistically significant difference in the mean scores between the workshop training only and the workshop training plus technical and financial assistance capacity building programs for either Cycle 1 or Cycle 2. For both Cycle 1 and Cycle 2 only 2% and 4% of the variance respectively is explained and there is a small effect for both based on capacity building program type. Based on the statistical analysis the study cannot reject the null hypothesis and cannot statistically confirm that organizations that received the workshop training plus technical and financial assistance will have a greater increase in perceived organizational effectiveness.

H₂ An increase in a nonprofits organizational development will increase a nonprofits perceived organizational effectiveness.

This hypothesis is not supported by the results. Based on the multiple regression results in Table 53 organizational development does not make a statistically significant contribution to perceived organizational effectiveness. Organizational development only explains 1.5% of the variance in perceived organizational effectiveness. From these results the null hypothesis cannot be rejected. The study does not find statistically evidence to confirm that building organizational development will increase perceived organizational effectiveness.

H₃ An increase in a nonprofits organizational program development will increase a nonprofits perceived organizational effectiveness.

This hypothesis is supported by the results and the null hypothesis is rejected. Based on the multiple regression analysis in Table 53 organizational program development makes a statistically significant contribution to perceived organizational effectiveness. Organization program development uniquely explains 4% of the variance in perceived organizational effectiveness and makes the second strongest contribution. This study offers statistical evidence that building an organizations program development will increase a nonprofits perceived organizational effectiveness.

H₄ An increase in a nonprofits organizational collaboration will increase a nonprofits perceived organizational effectiveness.

The statistical results of this study do not support this hypothesis. From the multiple regression results in Table 53 organizational collaboration does not make a statistically significant contribution to perceived organizational effectiveness. Organizational collaboration uniquely explains only 2% of the variance in perceived organizational effectiveness. Based on

the results this study failed to reject the null hypothesis and cannot statistically show that building an organizations collaboration will increase perceived organizational effectiveness.

H₅ An increase in a nonprofits organizational leadership will increase a nonprofits perceived organizational effectiveness.

The hypothesis is supported by the multiple regression results. As demonstrated by Table 53 organizational leadership makes a statistically significant contribution to perceived organizational effectiveness. Organizational leadership makes the largest unique contribution and explains 13% of the variance in perceived organizational effectiveness. From these results the null hypothesis is rejected and the hypothesis offered is confirmed. This study statistically shows that building an organizations leadership will increase perceived organizational effectiveness.

Table 55 Summary Table of Hypothesis Results

	Hypothesis	Test Result
H1:	Organizations that are receiving capacity building workshop training plus technical and financial assistance will have a greater increase in organizational effectiveness than those organizations receiving workshop capacity building training only.	Rejected
H2:	An increase in a nonprofits organizational development will increase a nonprofits organizational effectiveness.	Rejected
H3:	An increase in a nonprofits organizational program development will increase a nonprofits organizational effectiveness.	Accepted
H4:	An increase in a nonprofits organizational collaboration will increase a nonprofits organizational effectiveness.	Rejected
H5:	An increase in a nonprofits organizational leadership will increase a nonprofits organizational effectiveness.	Accepted

This chapter has utilized quantitative and qualitative research methods to explore the study variables data and to ultimately test the literature driven hypotheses. The results indicate

the rejection of three of the five hypotheses as demonstrated by Table 55 above. A detailed accounting of the findings is offered in the next chapter.

CHAPTER FIVE: CONCLUSION

This chapter discusses in detail the findings of this study. First an overview of the capacity building programming and relationship with perceived organizational effectiveness is explored followed by an analysis of the relationship between the capacity building program activities and perceived organizational effectiveness. From these findings theoretical, methodological and policy/managerial implications will be discussed. This study concludes with a summary of the limitations of this study and the need for future research.

5.1. Discussion of the Findings

The following subsections examine the six research questions offered in this study and utilizing both quantitative and qualitative results discuss the findings. While this study does make a case for capacity building programming as a method for increasing perceived organizational effectiveness it does not support one type of capacity building programming over another. In addition while the study does find that all the SCFPCF capacity building activities in toto contribute to and influence perceived organizational effectiveness only two are uniquely supported by the results from the quantitative and qualitative analysis. The results demonstrated by the complete model in chapter two are discussed below. The model demonstrates the relationship between capacity building program activities \longrightarrow nonprofit capacity program type \longrightarrow organizational learning \longrightarrow perceived organizational effectiveness.

5.1.2. Perceived Organizational Effectiveness and Capacity Building Program Type

The first two research questions presented in this study inquire as to the influence of workshop capacity building training and workshop plus technical and financial assistance

capacity building training on organizational effectiveness. Through quantitative and qualitative research methods this study did find that both the workshop only and workshop plus technical and financial assistance capacity building programming influence and increase an organizations perceived organizational effectiveness. There was a statistically significant increase in perceived organizational effectiveness scores for Cycle 1 workshop training only and workshop plus technical and financial assistance. In Cycle 1 and Cycle 2 according to Cohen's d (1988) the capacity building programming had a large and a moderate to large effect on perceived organizational effectiveness respectively.

However, this study was not able to provide evidence to support one type of capacity building programming over the other. While in Cycle 1 the effect of the workshop training plus technical and financial assistance on perceived organizational effectiveness was larger than the effect of workshop training only the results were not repeated in Cycle 2. In Cycle 2 the effect of the workshop training only on perceived organizational effectiveness was large and the effect of the workshop training plus technical and financial assistance was small. In addition the difference in perceived organizational effectiveness in Cycle 1 and 2 between those organizations that received the workshop training and those that received the additional technical and financial assistance was not statistically significant. This could be attributed to small sample size so the variance and effect size were taken into consideration, both of which were very small.

Based on these results this study does not find strong enough evidence to support advocating for a particular type of capacity building programming. However, there is adequate evidence to support nonprofit capacity building programming as a strategy to increase perceived organizational effectiveness and these results are validated by nonprofit capacity building

literature (Light, 2004; Backer et al., 2010; De Vita and Fleming, 2001). These results are also validated by the comments made by the participant organizations. Many organizations repeated the same sentiment;

“we are so much better off”, because of this program we are a better organization”, “we received accreditation because of what we learned in this program”, “we are light years away from where we were at the beginning of this program”.

The disparity in results and the reason why the participant organizations that received workshop plus technical and financial assistance capacity building programming did not report greater increase in perceived organizational effectiveness can be explained in Van Hoof’s research on “the conundrum of knowing what I didn’t know” (2004, p. 1). According Van Hoof this is explained as follows, “I do know that the more I know the more I realize how much I don’t know (2004, p. 44). It is possible that organizations would rate themselves more accomplished on a pre-organizational effectiveness survey and upon an intense learning environment, like one given when receiving technical assistance, may come to realize that they didn’t know as much as they thought they knew. Van Hoof goes on to say that from the realization that I now know how much I didn’t know “I will infer that I am taking a step toward knowledge” (2004, p. 44). So that the empirical scores were lower does not indicate that learning did not occur. In fact according to Van Hoof (2004) the opposite occurred.

5.1.3. Perceived Organizational Effectiveness and Organizational Development

The third research question in this study inquires as to the influence of organizational development capacity building activities on perceived organizational effectiveness. The

SCFPCF offered workshop trainings in key organizational development areas such as financial management, grant writing, and strategic planning. Also, the 20 organizations that received the additional technical and financial assistance worked with a consultant to develop a strategic plan and financial policies. These organizations also received an additional 10 hours of grant writing training.

This study was not able to empirically demonstrate that organizational development activities uniquely contribute to and influence perceived organizational effectiveness. As demonstrated by the multiple regression results in Table 53 organizational development is not statically significant and only uniquely contributes 1.5% to variance in perceived organizational effectiveness. As additional evidence the organizations comments in the qualitative section of this study on effectiveness and success indicate that only 16% of the participant organizations measure their success by administrative infrastructure, i.e. the possession of a strategic plan, financial policies and procedures or the ability to write grants. While many of the comments offered in the focus groups demonstrated the work that was being done to implement the organizational development capacity building activities organizations do not use these processes as a measure of perceived organizational effectiveness. According to Table 54, 79% measure success/effectiveness by the number of clients served. This speaks directly to program development which is discussed below.

5.1.4. Perceived Organizational Effectiveness and Organizational Program Development

In response to the fourth research question, this study was able to empirically link and demonstrate the influence of organizational program development capacity building activities on

perceived organizational effectiveness. From the multiple regression analysis demonstrated in Table 53, organizational program development is statistically significant ($p < .05$) and uniquely explains 4% of the variance in perceived organizational program development.

The SCFPCF offered capacity building activities in the areas of program development and program evaluation. Organizations look to develop organizational program development through pre and post test program evaluation, research of programs, program planning and needs assessments (Trzcinski and Sobeck, 2008). This study finds similar results as Trzcinski and Sobeck (2008). According to the qualitative results offered in Table 54, when the participant organizations were asked how they measure success/effectiveness 37% indicated through pre and post-tests, 30% through client feedback and 19% through program evaluation, all of which are measures of organizational program development.

5.1.5. Perceived Organizational Effectiveness and Organizational Collaboration

The results of this study are not able to empirically examine the fifth research question. Accordingly the results do not show that organizational collaboration capacity building activities uniquely influence perceived organizational effectiveness. According to Table 53 organizational collaboration uniquely contributes to only 2% of the variance in perceived organizational effectiveness. While analysis of the qualitative data indicate that some of the organizations participated in collaboration efforts there is no quantifiable data indicating how many collaborations were developed or if the collaborations were considered successful by the organizations. Neither the results from the multiple regression analysis or study of the

qualitative data indicate that organizational collaboration increases perceived organizational effectiveness.

This can be explained by the fact that even though the SCFPCF participant organizations were given the opportunity to network before and during the workshops and the focus groups the SCFPCF did not offer any specific training on how to form and or sustain collaborations. The organizations were left on their own to develop the synergies (Paarlberg & Varda, 2009) that lead to collaborations. Observationally not many of the organizations took advantage of the networking hour that was made available before each workshop arriving for the workshop just before it began. In fact as the program progressed less and less organizations arrived in time to network if they so choose to. In addition organizations tended to self segregate sitting with persons from their own organizations which does not provide opportunities for networking. In addition organizations self segregated during the focus groups as well.

5.1.6. Perceived Organizational Effectiveness and Organizational Leadership

This study is able to empirically link the influence of organizational leadership capacity building activities with perceived organizational effectiveness. According to Table 53 which demonstrates the results from the multiple regression analysis the influence of organizational leadership is statistically significant and uniquely explains 13% of the variance in perceived organizational effectiveness. Organizational leadership offers the strongest contribution of any of the independent variables on perceived organizational effectiveness. The SCFPCF offered board development/governance workshops, how lead for success, and volunteer management leadership workshops. These results validate nonprofit capacity building literature which

universally list leadership as a necessary topic to be include in capacity building programming (Backer, 2001; Harrow, 2010; De Vita, Fleming and Twombly, 2001).

5.1.7. Discussion of Control Variables

Of the four control variables, year established, budget, staff size and faith based, none was shown to be significantly correlated to perceived organizational effectiveness. Each of the control variables were shown to have a small correlation/relationship to perceived organizational effectiveness. In addition none of the control variables were found to be statistically significant nor did they significantly contribute to the variance in perceived organizational effectiveness. However it was determined at the end of the capacity building program for SCFPCF cycle 2 workshop only participant organizations there was a statistically significance difference in the mean perceived organizational effectiveness scores between those organizations that were established <5 years ago and 5-10 years ago.

Even though not statistically significant, two of the control variables were found to have a negatively correlated relationship; budget and faith based. A negative correlation between budget and perceived organizational effectiveness indicates that as an organization's budget increases its perceived organizational effectiveness decreases. While the nonprofit capacity building literature has yet to produce studies on this relationship this demonstrates that the size of the budget for the organizations in this study is negatively correlated with perceived organizational effectiveness. It can be inferred that organizations with larger budgets have greater infrastructure, funding and leadership needs which may contribute to lower perceived organizational effectiveness. Further research to explore this relationship is needed.

The negative correlation between faith based and perceived organizational effectiveness indicates that if an organization is faith based it has lower perceived organizational effectiveness. The majority of faith based participant organizations in the SCFPCF were in the process of becoming their own nonprofit organization during the capacity building program. Their funding was still linked almost exclusively to their “church” and the organizations still strongly identified with the church from which they were founded. While studies on the capacity of faith based organizations are not definitive (Jackson-Elmoore et al., 2011) the results from this study tend to support studies that have pointed to a lack in development of internal measures of competence and inability to create sustainable strategies (Belshaw, 2006).

5.2. Implications of the Findings

While, the overall study finds that nonprofit capacity building programming does positively influence the perceived organizational effectiveness of nonprofit organizations it does not find one method of capacity building programming delivery, i.e. workshop training, technical assistance and financial assistance that provides greater influence on perceived organizational effectiveness over another. One explanation offered as to why this study did not find that one method of capacity building program delivery had a greater influence involves Van Hoof ‘s (2004) research on semantics where preconceived knowledge blocks what is really known. From this it is inferred that the results from the pre-test were influence by preconceived knowledge. After new knowledge was introduced through the capacity building workshop training and the technical and financial assistance the organizations learned how much they didn’t know and demonstrated such with lower post-test scores.

Additionally, while all four of the capacity building activities of organizational development, organizational program development, organizational collaboration and organizational leadership have an overall positive influence on perceived organizational effectiveness only organizational program development and organizational leadership have a significant and unique positive influence on a nonprofit organizations perceived organizational effectiveness. Confirming the theoretical relationship between organizational learning, capacity building and perceived organizational effectiveness (Argyris and Schon, 1996; Mahler, 1996; Ebrahim 2005; Moynihan and Landuyt, 2009) this study confidently finds capacity building programming influences perceived organizational effectiveness. Based on the findings of this study, theoretical, methodological and policy/managerial implications are offered in the subsections below.

5.2.1. Theoretical Implications

Based on the literature driven hypotheses a model was developed for this study which offers that the capacity building activities of organizational development, organizational program development, organizational collaboration and organizational leadership through a capacity building programming method positively influence perceived organizational effectiveness. While the results of this study demonstrate that all the activities in toto do contribute to perceived organizational effectiveness and thus can be included in the model they do not all uniquely contribute. Only organizational program development and organizational leadership capacity building activities uniquely influence a nonprofit's perceived organizational effectiveness. The results of this study also indicate that either method of disseminating the capacity building

knowledge, i.e. workshop training only or workshop plus technical and financial assistance is equally effective in influencing perceived organizational effectiveness.

Of the two capacity building activities, organizational leadership has the greatest influence on perceived organizational effectiveness which is validated by organizational learning theory. This study looks to organizational learning theory as an explanation for why capacity building programming and programming activities influence perceived organizational effectiveness (Argyris and Schon, 1996; Mahler, 1996; Ebrahim, 2005; Moynihan and Landuyt, 2009). Organizational learning looks to the dissemination of knowledge through action as necessary for learning to take place (Argyris and Schon, 1996). The leadership of an organization contributes to the organization's structure and culture which can enable or inhibit the dissemination of knowledge necessary for organizational learning (Moynihan and Landuyt, 2009). It is therefore theoretically validated that organizational leadership contributed most to perceived organizational effectiveness.

5.2.2. Methodological Implications

The study contains an important methodological implication, the use of perceived organizational effectiveness as the dependent variable. This study has previously discussed perceived organizational effectiveness and explained through the literature how perceived organizational effectiveness has been difficult to measure. According to Sowa et al. (2004, p. 711) "little consensus has emerged, either theoretically or empirically, as to what constitutes organizational effectiveness and how best to measure it". This study utilized a multidimensional

model that included internal and external structures, its relationship with its environment, its community and its ability to include key stakeholders (Sowa et al., 2004).

Another important implication is the use of self-reported perception based responses as the indicators for perceived organizational effectiveness and organizational program development and organizational leadership. The use of perceptions as measures may indicate a bias to create a better picture of the individual organization than actually exists. However, this study discovered in some instances that the opposite may have occurred the reason for which was explained by utilizing Van Hoof's (2004) research on the conundrum of learning.

5.2.3. Policy and Managerial Implications

From the results of the study several policy and managerial implications are offered for the key stakeholders in capacity building programs. Key stakeholders include the entities, i.e. universities, nonprofit centers and consultants that develop and administer capacity building programs, the leadership of nonprofit organizations, and the individuals and organizations, i.e. private foundations and government departments that fund capacity building. All of the stakeholders are interested in the capacity building program and activities that are shown to influence perceived organizational effectiveness.

Findings from this study do not support one type of nonprofit capacity building programming over the other. However technical and financial assistance should not be discounted as a method of program delivery. While the empirical evidence did not show that the organizations that received the workshop training plus the technical and financial assistance had a greater influence on perceived organizational effectiveness the qualitative data collected from

the open-ended questions of the survey and focus groups demonstrate the importance of this type of capacity building programming.

While findings from this study support the investment in all four capacity building activities included, when a choice must be made to narrow the scope of capacity building program activities the focus should be first on organizational leadership followed by organizational program development. For those entities that are creating and developing, funding or looking to participate in capacity building programs the particular focus should be on funding, developing or participating in programming that ensures nonprofit organizations are developing their organizational leadership capacity. If key stakeholders are looking for only one area of capacity building to invest in that area should be organizational leadership as it contributes most to perceived organizational effectiveness.

Leadership includes not only the Executive Director/CEO but also the board of directors, staff and volunteer leadership teams. Every one with a leadership position should be encouraged to attend leadership training. In addition understanding how important developing organizational leadership is to perceived organizational effectiveness nonprofit organizations should ensure that their existing leadership and any persons in future leadership positions fully embraces a learning culture and actively disseminates knowledge learned to the entire organization.

According to the findings, nonprofits also need in depth instruction in organizational program development. This involves knowledge on collecting program evaluation data, how to evaluate the data and how to produce meaningful reports from the data that leadership of the organization can utilize to make programmatic decisions. Organizations need instruction on how to solicit feedback from their community regarding meeting their communities programmatic

needs, how to conduct community assessments and how to solicit feedback from their clients to ensure that the programs and services being provided meet their clients' needs.

As it has been shown through this study that nonprofit capacity building programming positively influences perceived organizational effectiveness, and as it has become the 'way of doing business' for the US federal, state and local government to contract and grant out the production of health and human services to nonprofit organizations, then it is the responsibility of the government to ensure that communities are receiving effective, efficient and sustained services. The results from this study advocate for a governmental policy that ensures that funding is available for nonprofits to increase at the very least their organizational program development and organizational leadership capacity. Since the government looks to nonprofits to shore up the 'hollow state' it is the responsibility of the government to fund the infrastructure to ensure the state is sustainable.

5.3. Contribution of Study

This primarily quantitative study that includes qualitative data makes an important contribution to the literature and has implications for practitioners. After reviewing the current literature on nonprofit capacity building programs and program activities this study demonstrates the lack of studies on the influence of said programs and activities on perceived organizational effectiveness and then provides findings which demonstrate the influence. This study also contributes to the literature on organizational effectiveness and then offers policy and managerial implications for nonprofit practitioners.

This study provides empirical and anecdotal evidence that nonprofit capacity building programs influence perceived organizational effectiveness. While this study does not advocate for one capacity building program over another it does show through both quantitative and qualitative findings that capacity building programming influences perceived organizational effectiveness. This finding has implications for researchers and key stakeholders expounded in the subsection on policy and managerial implications.

This study also provides empirical and anecdotal evidence that the capacity building activities of organizational development, organizational program development, organizational collaboration and organizational leadership contribute in toto to perceived organizational effectiveness. The study further demonstrates how organizational leadership capacity building activities contribute most to perceived organizational effectiveness followed by organizational program development. These findings add to the literature by demonstrating the ‘must have’ capacity building program activities to increase overall perceived organizational effectiveness.

This study also contributes to the literature on organizational effectiveness. From the qualitative data collected from the survey it is demonstrated that organizations measure their success/effectiveness in a myriad of ways. This contributes to the literature by validating the idea of effectiveness as a proxy value comprised of many different outputs and outcomes from and organization and that organizational effectiveness is contextual to the individual organization.

Finally this study offers practical implications for nonprofit practitioners. The leadership of nonprofit organizations that are considering investing in capacity building but are unsure of practical results should invest to increase perceived organizational effectiveness. Nonprofit

organizations investing in capacity building programming should be certain to invest in organizational leadership and organizational program development capacity building programming activities as these activities show to have the greatest influence on perceived organizational effectiveness.

5.4. Limitations

One of the main limitations to this study is as a small N case study. The size of the sample was small, (cycle 1 N=23, cycle 2 N=20) which calls into question the ability of this study to be generalized to all nonprofit organizations. In addition because of the small sample size results that might have been statistically significant with a larger sample size were not found in this sample. To account for the small sample size this study looked to the effect size more than if a procedure was statistically significant.

As for generalizability this study intended to utilize Robert Yin's (2003) definitive work on case study research in which he advocates that even with a small sample size if two cases that are identical present with the same results then generalizability can be inferred. This study was not able to divide into two cases for the purposes of correlation analysis and multiple regression based on Cycle 1 and Cycle 2 due to the small sample size. In instances where the cases were able to be examined separately occasionally the results from the post tests for the capacity building program that included workshop training plus technical and financial assistance were lower than the results from the pre tests and lower than the results from Cycle 1. The results from Cycle 1 and Cycle 2 were not the same.

An additional limitation of this study concerns construct validity, the likelihood that the index variables are measuring what they are supposed to be measuring. To combat this limitation the indicators were taken from a survey that had been previously tested in other capacity building programs (Kapucu et al. 2008). In addition the indicators were based on literature driven definitions of the capacity building program activities.

Also, even though the survey was developed for previous capacity building program it was not developed specifically for this study. The indicators that utilized Likert scale data included “neutral” as a possible answer. A limitation of this scale is that “neutral” is difficult to interpret.

Another limitation concerns the use of perception data and that the perceptions included were only those of the organizational actors. There may be a bias on the part of the organizations to indicate a higher level of perceived organizational effectiveness. Without evaluation from another source this study relies solely on the perceptions of the SCFPCF participant organizations.

An additional limitation concerns the use of the qualitative data. While the data was reviewed by the SCFPCF principal investigator, coordinator and graduate research assistants only this study’s researcher took the notes and then evaluated the content. As this is not a qualitative study, but a quantitative study with qualitative anecdotes, a rigorous content analysis was not conducted, nor were the responses coded or additional analyses other than developing common themes to supplement the quantitative data completed.

5.6. Future Research

Even though nonprofit literature demonstrates links between organizational collaboration and effectiveness/sustainability this study failed to find any linkages. One reason may be due to the fact that while this study utilized a case based on a capacity building program that offered time to network the capacity building program did not offer any specific capacity building activities/trainings on collaboration. In order to adequately address the influence of organizational collaboration on perceived organizational effectiveness future research should utilize as its case a capacity building program that offers trainings on collaboration.

This study utilizes as explanation for lower post capacity building program scores Van Hoof's (2004) work on the conundrum of knowing. While this offers a literature driven explanation it does not offer qualitative support. Future qualitative research with the SCFPCF participant organizations would add to the discussion of this phenomenon.

This study found a negative relationship between perceived organizational effectiveness and if the organization is faith based. This indicates that if an organization is faith based it demonstrates lower levels of perceived organizational effectiveness. Future research should focus on a study that clearly identifies organizations that are faith based and those that are secular so that an in depth study and comparison can be made. Also an in depth study of literature on faith based organizations would potentially illuminate this finding.

This study also found a negative relationship between organizational budget and perceived organizational effectiveness. This indicates that the smaller an organization's budget the greater their perceived organizational effectiveness. The literature would benefit from a

future study that looked at the relationship between budget and perceived organizational effectiveness.

One of the criticisms of research on capacity building programming is the time between when the capacity building programming is administered and results are measured. Change is slow in organizations and as organizational learning theory demonstrates organizations need time to contemplate and reflect for deep cultural and structural change to occur (Argyris and Schon 1996). Future research would revisit these organizations utilizing an organizational effectiveness survey study their changes over time.

This study looks at technical and financial assistance as a singular capacity building training modality. While the focus group analysis brings to light the benefits of the financial assistance there isn't a technical assistance without financial assistance group available for comparison. Future research should focus on the financial assistance as a separate capacity building training modality.

Finally, while this study utilized mostly quantitative methods, future research should include an in depth exploration of the qualitative data offered. This study touched the surface on individual organizations measures of success and effectiveness and related anecdotal evidence of how the SCFPCF influence their organizational effectiveness. This study did not offer a more comprehensive analysis of qualitative data as its focus was to establishing a quantitatively a link between nonprofit capacity building and perceived organizational effectiveness. Future research should solely focus on the qualitative information. A qualitative study would be able to provide more definitive results.

**APPENDIX A: STRENGTHENING COMMUNITIES IN CENTRAL
FLORIDA PROGRAM REQUEST FOR APPLICATION**

**Center for Public and Nonprofit Management
Strengthening Communities in Central Florida Program
Request for Applications**

Applications from nonprofit organizations for capacity building training, technical assistance, and financial assistance, are now being accepted by the Center for Public and Nonprofit Management (CPNM).

Program

40 nonprofit organizations will be selected to receive 30 hours of capacity building training (3 hours per month) via workshops and classroom training events. Capacity building training will address five critical areas: 1) organizational development, 2) program development, 3) collaboration and community engagement, 4) leadership development, and 5) evaluation of effectiveness.

10 nonprofits, chosen from the initial group of 40, will receive additional training, plus weekly technical assistance and quarterly financial assistance. Financial assistance awards are also for capacity building (only), and will average \$30,000. Capacity building activities are designed to increase an organization's sustainability and effectiveness, enhance its ability to provide social services, and create collaborations to better serve those in need. Examples of allowable use of funds include: purchase of a desktop computer and Quickbooks Nonprofit Edition software; contracting for bookkeeping services; payment for supplemental training in program development

The current program will run January – October 2010. A second cycle will run November 2010 – October 2011. Organizations receiving financial assistance in the first cycle are not eligible for the second cycle.

Eligible Organizations

Must serve the distressed areas of South Lake (SL), South Sumter (SS), and West Orange (WO) counties. Specific cities include, but are not limited to, Clermont, Groveland, Mascotte, and Minneola, in Lake County, Sumterville, Webster, Center Hill, and Bushnell in Sumter County, and Pine Hills, MetroWest, and Apopka in Orange County.

Must provide program(s) that address the broad economic recovery issues present in their communities, including helping low-income individuals secure and retain employment, earn higher wages, obtain better-quality jobs, and gain greater access to state and Federal benefits and tax credits.

Must be able to prove nonprofit status. 501(c) 3 status not required. Proof is any one of the following:

A reference to the applicant organization's listing in the IRS's most recent list of tax-exempt organizations described in the IRS Code.

A copy of a currently valid IRS tax-exemption certificate.

A statement from a State taxing body, State attorney general, or other appropriate State official certifying that the applicant organization has nonprofit status and that none of the net earnings accrue to any private shareholders or individuals.

A certified copy of the organization's certificate of incorporation or similar document that clearly establishes nonprofit status.

Any of the items in the subparagraphs immediately above for a State or national parent organization and a statement signed by the parent organization that the applicant organization is a local nonprofit affiliate.

Priority Organizations (for financial assistance)

Will be given to organizations who document they are working with agencies responsible for administering the Administration for Children and Families TANF program (Temporary Assistance for Needy Families).

Will be given to organizations whose annual budgets do not exceed \$500,000.

Application Process

Application form is available at www.cpnm.ucf.edu

One signed copy must be received by 5 p.m., Thursday, February 4, 2010 (*submit only one*):

By mail or by hand delivery: CPNM, 3280 Progress Drive, Orlando, FL 32826-1259, or

By fax: (407)823-5928, or

By email: cpnm@mail.ucf.edu (*must scan signature page*)

Report Fraud, Waste, Abuse

One of the core missions of the Recovery Board is to prevent fraud, waste, and mismanagement of Recovery funds. Recovery.gov gives you the ability to find Recovery projects in your own neighborhood and if you suspect fraudulent actions related to the project you can report those concerns in several ways:

Submit a complaint form electronically

http://www.recovery.gov/Contact/ReportFraud/Pages/Report_Fraud.aspx

Call the Recovery Board Fraud Hotline: 1-877-392-3375 (1-877-FWA-DESK)

Fax the Recovery Board: 1-877-329-3922 (1-877-FAX-FWA2)

Write the Recovery Board:

Recovery Accountability and Transparency Board

Attention: Hotline Operators

P.O. Box 27545

Washington, D.C. 20038-7958

The Recovery Board is committed to helping ensure these funds are spent properly, but we cannot do it without your help. Additionally, the Recovery Act provides protections for certain individuals (whistleblowers

http://www.recovery.gov/Contact/ReportFraud/Pages/Report_Fraud.aspx) who make specific disclosures about uses of Recovery Act funds.

Questions? Go to www.cpnm.ucf.edu, email cpnm@mail.ucf.edu or call Maria-Elena Augustin at (407)823-3794.

**APPENDIX B: STRENGTHENING COMMUNITIES IN CENTRAL
FLORIDA PROGRAM SCORING GUIDE**

Center for Public and Nonprofit Management
Strengthening Communities in Central Florida Program
Scoring Guide

Applications from nonprofit organizations for capacity building training, technical assistance, and financial assistance, will be scored on the following criteria.

Disqualifiers

- Organizations that are NOT providing services in the following locations will be disqualified from the application process:
- Service area includes; south Sumter county from County Highway 48 starting on the west Sumter county border, following the 48 across to the western county border then south meeting the southern, eastern and western borders of Sumter county, and in Lake county, where County Highway 48 crosses the Sumter and Lake border, east to where county highway 48 meets the Orange county border and then south to the southern, eastern and western borders and west Orange county from the Highway 441/Orange Blossom Trail west, to the northern, western and southern Orange county borders.
- Organizations that are NOT implementing program(s) that address the broad economic recovery issues present in their communities, including helping low-income individuals secure and retain employment, earn higher wages, obtain better-quality jobs, and gain greater access to state and Federal benefits and tax credits will be disqualified from the application process.
- Organizations that CANNOT prove nonprofit status will be disqualified from application process.

Score will be Based on the Following (max points for each section: 20)

- Mission Alignment (Evaluated on economic recovery verbiage)
- Clear Lines of Accountability (Evaluated on strength of Board of Directors)
- Adequate of Facilities (Evaluated on ability to carry out programs and services)
- Reliable and Diverse Revenue Streams (Evaluated on organizations ability to sustain itself)
- High Quality Programs and Services (Evaluated on number of clients served in economic recovery programs, how many programs offered and how long offering programs)

Bonus Points (5 bonus points per section)

- Administrating the Children and Families TANF program (Temporary Assistance for Needy Families) program
- Annual budget does not exceed \$500,000
- Has not received Federal funds

Questions? Go to www.cpnm.ucf.edu, email cpnm@mail.ucf.edu or call Maria-Elena Augustin at (407)823-3794.

**APPENDIX C: STRENGTHENING COMMUNITIES IN CENTRAL
FLORIDA PROGRAM AWARD SCORING SHEET**

Strengthening Communities in Central Florida Program Award Scoring Sheet

Reviewer's Name _____ **Date:**

Reviewer's Contact Number _____

Organization Name _____

_____ Technical & Financial Assistance Only _____ Training Only _____ Both

1. Mission Alignment

- a. Evaluate mission including verbiage regarding economic recovery

_____ 0 _____ 10 _____ 20

2. Clear Lines of Accountability

- a. Evaluate Board of Directors

_____ 0 _____ 10 _____ 20

3. Adequate Facilities

- a. Evaluate Facilities

_____ 0 _____ 10 _____ 20

4. Reliable and Diverse Revenue Streams

- a. Evaluate budget with income and expense sheet

_____ 0 _____ 10 _____ 20

5. High Quality Programs and Services

- a. Evaluate number of clients served in economic recovery programs, how many economic recovery programs are offered and how long agency has been providing economic recovery programs

_____ 0 _____ 10 _____ 20

Bonus Points

1. Administrating the Children and Families TANF program (Temporary Assistance for
Needy Families) program

____ 5

2. Annual budget does not exceed \$500,000

____ 5

3. Has not received Federal funds

____ 5

Total Score ____

APPENDIX D: UNIVERSITY OF CENTRAL FLORIDA IRB APPROVAL

EXPLANATION OF RESEARCH

Title of Project: Strengthening Communities in Central Florida Program Research Study

Principal Investigator: Dr. Naim Kapucu

Other Investigators: M. Leigh Broxton and Maria Augustin

You are being invited to take part in a research study. Whether you take part is up to you.

Purpose of the research study: The purpose of this study is to examine the effectiveness of capacity building training for community based nonprofit organizations.

What you will be asked to do in the study: You will be asked to complete a survey at the beginning and the conclusion of your capacity building program. You do not have to answer every question or complete every task. You will not lose any benefits if you skip questions or tasks.

Location: You will receive the surveys via email before the first and the last training. You will be asked to complete the survey and bring it with you to the first and last training. If you are unable to do so, the survey will be available at the training for your completion.

Time required: Each survey should take approximately 25 minutes.

Age: You must be 18 years of age or older to take part in this research study.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints, talk to Dr. Naim Kapucu, College of Health and Public Affairs, Department of Public Administration, Center for Public and Nonprofit Management, (407) 823-6096 or by email at nkapucu@mail.ucf.edu.

IRB contact about your rights in the study or to report a complaint: Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB.

For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901.

APPENDIX E: SURVEY QUESTIONS FOR EACH CONSTRUCT

Survey Questions for Each Construct/Variable

Perceived Organizational Effectiveness

- 80. This organization serves the needs of the community.
- 81. Changes in this organization are consistent with changes in the surrounding community.
- 82. The structure of this organization is well-designed to help it reach its goals.
- 83. This organization's planning and control efforts are helpful to its growth and development.
- 84. This organization introduces enough new internal policies and procedures.
- 86. The leadership of this organization helps it progress.
- 87. This organization favors change.
- 88. This organization has the ability to change.

Organizational Development

- 9. Does your organization have a formalized Board of Directors policy manual?
- 10. Does your organization have a formalized Human Resources policy manual?
- 10a. Was your Human Resource policy manual voted on and approved by your Board of Directors?
- 11. Does your organization have dedicated Human Resources personnel?

Organizational Program Development

- 62. The community feels that this organization serves its needs.
- 63. The community feels that this organization meets its needs
- 65. This organization has responded in light of the community's changes in needs.
- 66. This organization solicits feedback from its clients on ways to serve them better.
- 67. This organization provides programs or services that were suggested by its clients.
- 68. This organization is viewed by its clients as an “agent of change.”

Organizational Leadership

- 71. My organization has a board that reviews progress on the strategic plan (e.g., goals, strategies)?
- 72. My organization helps the executive director or other staff improve their leadership abilities?
- 73. My organization has board members with diverse experiences?
- 75. My organization has a written plan in case of leadership transition or turnover?
- 76. My organization has a board and executive director with distinct roles and responsibilities?
- 77. My organization has board members who fulfill their commitments and responsibilities?

Organizational Community Engagement and Collaboration

48. Do you know, you don't have to work with, any of the organizations listed on the attached roster?

49d. Do you presently work with any of the organizations listed on the attached roster?

69. Of the organizations on the attached roster which do you consider to be your friend?

Control Variables

1. When was your organization established?

12. How large is your staff?

19. What is your total budget this fiscal year?

35e. What type of services does your organization provide?

**APPENDIX F: STRENGTHENING COMMUNITIES OF CENTRAL
FLORIDA PROGRAM FINAL PHONE INTERVIEW SURVEY**

SCFPCF Final Phone Interview Questions

Please answer the questions using the scale to the right of each question, 5-1, from strongly agree to strongly disagree, and then provide comments as appropriate.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Participation in the Strengthening Communities in Central Florida Program (the program) has improved the knowledge base of our staff (paid and volunteers including board of directors) needed to effectively operate your organizations programs and services. Please provide additional comments.	1	2	3	4	5
2. Participation in the program has improved our organizations staffs (paid and volunteers including board of directors) skills needed to effectively operate our organizations programs and services. Please provide additional comments.	1	2	3	4	5
3. Participation in the program has enabled our organization to successfully address at least three critical areas of need. (See critical areas of need on attached document.) Please provide additional comments.	1	2	3	4	5
4. Participation in the program has enabled our organization to improve management and planning practices. Please provide additional comments.	1	2	3	4	5

5. Participation in the program has enabled our organization to change its' structure.

Please provide additional comments.

6. Participation in the program enabled our organization to **expand** delivery of social services within the service area to:

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

- help individuals secure and retain employment,
- earn higher wages
- obtain better quality jobs
- address individuals' access to State and Federal benefits

Please provide additional comments.

7. Participation in the program enabled our organization to **enhance** delivery of social services within the service area to:

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

- help individuals secure and retain employment,
- earn higher wages
- obtain better quality jobs
- address individuals' access to State and Federal benefits

Please provide additional comments.

8. How will your organization operate differently since participation in the program?

Please comment.

9. What recommendations would you give for future capacity building programs as relates

to structure of the program, the workshops offered, etc. Please comment.

10. Do you have any additional comments you would like to share regarding your

participation in the program? Please comment

**APPENDIX G: STRENGTHENING COMMUNITY OF CENTRAL
FLORIDA PROGRAM SURVEY INSTRUMENT OF THE STUDY**

Strengthening Communities in Central Florida Program Organizational Survey

This is a survey of the nonprofit organizations that are recipients of the Strengthening Communities in Central Florida Program. Results will be used by faculty and graduate students at the University of Central Florida, Center for Public and Nonprofit Management. Please help us get an accurate picture of your organization by completing this questionnaire. Issues that we will be addressing in this survey include organizational development, program development, collaboration and community engagement, leadership development and evaluation of effectiveness. *All responses will be held in the strictest confidence.* If you have comments or questions, please contact the Project Director Dr. Naim Kapucu at (407)823-6096 or nkapucu@mail.ucf.edu.

Name of organization:

Address:

Telephone Number:

Your Title/Position:

I. Organizational Development

1. When was your organization established? _____

2. How was your organization formed?

Needs assessment

Outgrowth of an existing organization

By an individual interested in the cause

By a group interested in the cause

Other (please specify)

3. Is your organization part of a national organization?

Yes

No

4. What is your mission?

5. Have your mission and/or services changed over time? Yes No Not applicable

If yes, was this change due to changes in the community, internal organizational changes, or both?

Community changes Internal changes Both

Human Resources

The following section asks you to describe the composition and experience of your staff. Staff is all paid and unpaid employees contributing to your mission accomplishment. Please check the most appropriate response.

6. How many people are members of your Board of Directors? _____

7. How often does your Board of Directors meet?

Monthly Bi-Monthly Quarterly Annually (different from end of year annual meeting)

Other (please specify)

8. Does your Board of Directors have the following committees? Check any/all that apply?

Executive Financial Human Resources Fundraising Governance Other (please specify)

9. Does your organization have a formalized Board of Directors policy manual? Yes No

10. Does your organization have a formalized Human Resources policy manual? Yes No

10a. If yes, was your human resource policy manual voted on and approved by your board of directors? Yes

No

11. Does your organization have dedicated Human Resources personnel? Yes No

11a. If yes, is that personnel: in house or out sourced?

12. How large is your staff? _____

13. Please use percentages to describe the distribution of your staff.

% Full-time Paid Staff % Part-time Paid Staff % Full-time Unpaid Staff % Part-time Unpaid Staff

14. How long has most of the paid staff been with the organization?

less than 1 year 1-3 years 4-6 years 7-10 years 10+ years

15. How long has most of the unpaid staff been with the organizations?

less than 1 year 1-3 years 4-6 years 7-10 years 10+ years

16. How long have *you* been with the organization?

less than 1 year 1-3 years 4-6 years 7-10 years 10+ years

17. Do staff members reside in the neighborhood? (within a 10 mile radius of your agency) Yes No

18. Is your staff reflective of your clients/consumers/constituents/patrons/members in the following characteristics:

Age: Yes No Not sure

Gender: Yes No Not sure

Race: Yes No Not sure

Financial Information

The following section asks you about your organization's budget, how funds are spent, and the source of such funds. For each question, please check the most appropriate response.

19. What is your total budget this fiscal year?

\$0-\$100,000 \$100,001-300,000 \$300,001-\$500,000 \$500,000+ Not sure

19a. Is this an increase or decrease from last year's budget?

Increase Decrease No change

20. Does any of your current fiscal year funding source(s) continue to future years? Yes No

20a. If yes, through what budget year are you funded? Year _____

20b. What is/are the funding source(s)?

21. If you have had budget cuts in the past, how has your organization dealt with budget cuts? Check any/all that apply.

Collaborate w/ other programs

Increase fund-raising efforts

Reduce marketing efforts

Reduce services

Reduce service area

Reduce staff

Done nothing

Not Applicable

Other (please specify) _____

22. If you have had budget increases in the past, how has your organization dealt with budget increases? Check any/all that apply.

- | | | |
|---|--|--|
| <input type="checkbox"/> Collaborate w/other programs | <input type="checkbox"/> Improve physical building | <input type="checkbox"/> Increase services |
| <input type="checkbox"/> Increase service area | <input type="checkbox"/> Increase staff | <input type="checkbox"/> Invest/save the surplus |
| <input type="checkbox"/> Done nothing | <input type="checkbox"/> Not applicable | <input type="checkbox"/> Other (please specify)_____ |

The following questions ask you about the percentage of your total budget allocated to operations, direct service expenses, administration costs, building expenses, and marketing efforts.

23. What percent of your total budget is devoted to continuing operations?

- 0 to 20% 21 to 40% 41 to 60% 61 to 80% 81 to 100% Not sure

24. What percent of your total budget is allocated to direct programs and services?

- 0 to 20% 21 to 40% 41 to 60% 61 to 80% 81 to 100% Not sure

25. What percent of your total budget is spent on administration which supports your programs and services (salaries, supplies, etc)?

- 0 to 20% 21 to 40% 41 to 60% 61 to 80% 81 to 100% Not sure

26. What percent of your total budget is spent on building expenses (rent, utilities, etc)?

- 0 to 20% 21 to 40% 41 to 60% 61 to 80% 81 to 100% Not sure

27. What percent of your total budget is spent on marketing (advertisements, promotional materials, etc)?

- 0 to 20% 21 to 40% 41 to 60% 61 to 80% 81 to 100% Not sure

The following questions deal with the sources of funding as well as the adequacy of the funds.

28. Which of the following provides the primary source of funding for your organization?

Individuals Parent Organization Government Foundations
 Private Corporation Other (please specify)

-
29. Does your organization have individual donors? Yes No
 30. Do your individual donors consume your services? Yes No
 31. Is your funding closely tied to the number of projects or services offered? Yes No
 32. Is your funding closely tied to the number of people you serve? Yes No
 33. Is your present level of funding adequate for the number of projects and services you offer? Yes No
 34. Do current members of your organization have grant writing experience? Yes No

34a. If yes, identify the organization members:

34b. For what previous grants has your organization applied? Please use complete titles and extra space if necessary.

_____ Year _____
 _____ Year _____
 _____ Year _____

34c. Of what future sources of grants are you aware?

II. Program Development

35. What type of services does your organization provide? Check any/all that apply.

Economic Recovery Economic Development Educational / Human Development
 Health/Rehabilitation Religious Cultural Other (please specify)

36. How many projects/programs was your organization involved in during the current fiscal year?

0 1 project 2-4 projects 4-6 projects More than 6 projects

36a. How many projects were funded by an outside funding agency?

0 1 project 2-4 projects 4-6 projects More than 6 projects

36b. How many projects were specific to economic recovery?

0 1 project 2-4 projects 4-6 projects More than 6 projects

37. How many new projects/programs did your organization begin during the current fiscal year?

0 1 project 2-4 projects 4-6 projects More than 6 projects

37a. How many of those projects were funded by an outside funding agency?

0 1 project 2-4 projects 4-6 projects More than 6 projects

37b. How many projects were specific to economic recovery?

0 1 project 2-4 projects 4-6 projects More than 6 projects

37c. How many economic recovery projects targeted a new territory?

0 1 project 2-4 projects 4-6 projects More than 6 projects

37d. How many economic recovery projects focused on a new underserved population?

0 1 project 2-4 projects 4-6 projects More than 6 projects

38. How many projects/programs was your organization involved in during the previous fiscal year?

0 1 project 2-4 projects 4-6 projects More than 6 projects

38a. How many projects were funded by an outside funding agency?

0 1 project 2-4 projects 4-6 projects More than 6 projects

38b. How many projects were specific to economic recovery?

0 1 project 2-4 projects 4-6 projects More than 6 projects

39. How does your organization measure success?

39a. Based on your organizations definition of success, did your success rate increase last fiscal year? Yes No

39b. If yes, by what percentage did your success rate increase? _____

Client Information

The following section asks you about your connection with clients. The word “clients” is used to identify members, consumers, constituents, and patrons. Please check the most appropriate response.

40. How many clients did your organization serve last fiscal year?
 1-50 people 51-100 people 101-200 people 201-300 people 301+ people
- 40a. How many economic recovery clients did your organization serve last fiscal year?
 1-50 people 51-100 people 101-200 people 201-300 people 301+ people
- 40b. How many new economic recovery clients is your organization serving this fiscal year?
 1-50 people 51-100 people 101-200 people 201-300 people 301+ people
41. What percent of your clients reside in the neighborhood of your main office? (within a 10 mile radius of your agency)
 0 to 20% 21 to 40% 41 to 60% 61 to 80% 81 to 100% Not sure
42. Where do clients outside your neighborhood reside?
 Adjacent neighborhoods City of Orlando Orlando area
 Other (please specify zip codes) _____
 Not sure
43. Can clients become members of your organization? Yes No Not applicable (if not applicable proceed to question 44)
- 43a. If yes, how many members do you have? _____
- 43b. If yes, what is the renewal rate of your members?
 0 to 20% 21 to 40% 41 to 60% 61 to 80% 81 to 100% Not sure NA
44. What is the average individual income of your clients?
 Less than \$15,000 \$15,000-\$25,000 \$26,000-\$40,000 \$41,000-\$60,000
 \$61,000-\$80,000 \$81,000-\$100,000 \$101,000+ Not sure
45. What is the primary racial makeup of your clients?
 White Black or African-American American Indian or Alaska Native Asian Native Hawaiian or Other Pacific Islander
- 45a. What is the primary ethnicity of your clients?
 Hispanic or Latino Not Hispanic or Latino

46. What is the primary age make up of your clients?

Pre-School Teenager Adult Senior (55+) Not sure

47. Does your organization provide services free of charge for clients?

Yes, all services are free No, all services are fee-based It varies, some services are free, some are fee-based
 Some people pay and others receive services for free (income eligibility requirements)

47a. If fees are charged to clients, what types of services does your organization charge for?

Economic Recovery Cultural Economic Development Educational/ Human
Development
 Health/Rehabilitation Religious Other (please
specify)_____

47b. If you provide both free and paid services, do clients utilize free services more than paid services?

Yes (free>paid) No (free<paid) About equal (free=paid)

III. Collaboration/Partnerships and Community Engagement

The following section asks you about whether your organization is currently cooperating or has cooperated with other community organizations in the past. Please check the most appropriate response.

48. Do you know any of the organizations listed on the attached roster? You do not have to work with them. Please check all/any that you recognize by name. (Please see the attached roster.)

49. Do you presently work with other community organizations? Yes No

49a. If yes, what are the reasons for engaging in cooperative efforts?

Economic recovery programs Common mission Financial Service/Program compatibility
 Statutory
 Grant proposal Advice (help) Other (please specify)_____

49b. If you checked economic recovery programs is this a newly formed collaboration? Yes No

49c. If you checked economic recovery programs is this an existing collaboration that your organization joined?
 Yes No

49d. If yes, do you presently work with any of the organizations listed on the attached roster? Please check any/all that you work with. (Please see the attached roster)

49e. If yes please identify any other governments/community organizations you presently work with not listed above or on the attached

Roster (please use more space if required):

(Name and location): _____

49f. If no, why not? _____

49g. If no, have you ever considered cooperating with another community organization? Yes

No

50. Have you worked with other community organizations in the past? Yes

No

50a. If yes, what were the reasons for engaging in cooperative efforts?

Economic recovery programs Common mission Financial Service/Program compatibility

Statutory

Grant proposal Advice (help) Other (please specify) _____

51. Do you plan on working with other community organizations in the future? Yes No

52. Do you see other community organizations as competitors? Yes No

52a. If yes, what are you competing for?

Clients Funding sources Services Visibility/Reputation Employees/Volunteers

Other (please specify) _____

53. Do you feel that cooperating with other organizations helps your organization? Yes No

54. Do you feel that you can effectively service your clients without cooperating with other community organizations?

Yes No

Marketing Information

The following section asks you about the type of marketing efforts your organization is currently engaged in and about the audience you are targeting. Please check the most appropriate response.

55. Please check the primary methods of marketing used by your organization.

Billboards Daily newspaper Flyers Television

Religious bulletin Radio Sunday newspaper Other (please

specify) _____

55a. If you checked flyers, how are they distributed?

- Mail Local Businesses On cars Door to Door Email
56. In what location does your organization concentrate its marketing efforts?
- Inside neighborhood Outside neighborhood No concentration
57. Do you target a specific audience with your marketing efforts? Yes No
- 57a. If yes, what audience are you targeting:
- Race: Yes No
- If yes, are they: White Black or African-American Asian
- American Indian or Alaska Native Native Hawaiian or other Pacific Islander
- Ethnicity: Yes No
- If yes, are they: Hispanic or Latino Not Hispanic or Latino
- Age: Yes No
- If yes, are they: Pre School Teenager Adult Senior (55+)
- Gender: Yes No
- If yes, are they: Male Female
58. What is the purpose of your marketing efforts? Check any/all that apply.
- Increase revenue Promote community awareness of services
 Increase participation Other (please specify) _____
59. Do you receive any in-kind support for marketing? Yes No
- 59a. If yes, what is the type of in-kind support?
- Advertising Public service announcements Promotion
 Volunteers Other (please specify) _____
60. Are you pleased with the reach of your marketing efforts? Yes No
61. Are there people you are trying to reach who you feel you are not reaching? Yes No

Relationship with Community

The following section asks you about your organization's relationship with the community. To answer these questions, please circle the appropriate number in the scale. The scale is:

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

- 62. The community feels that this organization serves its needs.
- 63. The community feels that this organization meets its needs.
- 64. The community's needs have changed since this organization was founded.
- 65. This organization has responded in light of the community's changes in needs.
- 66. This organization solicits feedback from its clients on ways to serve them better.
- 67. This organization provides programs or services that were suggested by its clients.
- 68. This organization is viewed by its clients as an “agent of change.”
- 69. Of the organizations on the attached roster, which organizations do you consider to be your friend? Please check any/all that apply.

IV. Leadership

The following questions ask you about your organization's leaders. Please check the most appropriate response.

- 70. My organization knows and understands our mission statement?
 Strongly Agree Agree Neutral Disagree Strongly Disagree
- 71. My organization has a board that reviews progress on the strategic plan (e.g., goals, strategies)?
 Strongly Agree Agree Neutral Disagree Strongly Disagree
- 72. My organization helps the executive director or other staff improve their leadership abilities?
 Strongly Agree Agree Neutral Disagree Strongly Disagree
- 73. My organization has board members with diverse experiences?
 Strongly Agree Agree Neutral Disagree Strongly Disagree

74. My organization runs effective board meetings (i.e. keeping minutes, attendance, commitments)?
 Strongly Agree Agree Neutral Disagree Strongly Disagree
75. My organization has a written plan in case of leadership transition or turnover?
 Strongly Agree Agree Neutral Disagree Strongly Disagree
76. My organization has a board and executive director with distinct roles and responsibilities?
 Strongly Agree Agree Neutral Disagree Strongly Disagree
77. My organization has board members who fulfill their commitments and responsibilities?
 Strongly Agree Agree Neutral Disagree Strongly Disagree

V. Evaluation of Effectiveness

Self Assessment Information

The following questions ask you how you feel about the relationship and information flow in your organization, as well as if you feel information is tied to job performance. Please check the most appropriate response.

78. Good relationships and good information flow exist between staff and leaders.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
79. I have the information I need to do a good job.
 Strongly Agree Agree Neutral Disagree Strongly Disagree

The following section asks you to evaluate your community organization. To answer these questions, please circle the appropriate number in the scale. The scale is:

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

82. The structure of this organization is well-designed to help it reach its goals.
83. This organization's planning and control efforts are helpful to its growth and development.

84. This organization introduces enough new internal policies and procedures.

85. This organization has changed very rapidly since its inception.

86. The leadership of this organization helps it progress.

87. This organization favors change.

88. This organization has the ability to change.

89. What could your organization do to better serve the needs of the community? _____

90. What can your organization do to better meet the needs of your clients? _____

91. What has prevented your organization from meeting the needs of your clients? _____

Thank you very much for completing the survey!

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