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Strategies to Improve the Youth Programs of Nonprofit Organizations

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This is to certify that the doctoral study by

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has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
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2018

Abstract

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MBA, Strayer University, 2015

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Consulting Capstone Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Leaders of nonprofit organizations and researchers who focus on organizational performance affirm that improved youth programs are a crucial component of performance excellence and organizational sustainability. As seen through the lens of transformational leadership theory, the purpose of this single-case study was to explore the strategies used by 3 executive-level leaders/managers of a nonprofit organization in the southwestern region of the United States to equip families to overcome poverty, conquer homelessness, and achieve self-sufficiency. Data collected from semistructured interviews, organizational documents, and publicly available resources were manually coded and then analyzed. The 2 key themes that emerged were effective collaboration for strategy development and leveraging core competencies. Strategy development could help leaders of nonprofit organizations that serve children and families (a) increase enrollment and improve skills of program participants, (b) improve children's behavior and engagement in the community, and (c) improve action plan completion. The implication of this study for positive social change includes the potential to help leaders of nonprofit organizations equip youth with job skills to decrease the cycle of homelessness.

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Dedication

Dedication of this doctoral study goes to my grandparents of blessed memory; Yaramatha Conteh, and Musukuda Conteh, who taught me that the journey of a thousand miles begins with a footstep. Though you are far away, I feel your presence every moment and see you every day that passes. I take solace in the seeds of hope you sowed and in your love. Also, to the ones I grew up to know as father and mother; Mr. Richard Yaraba Conteh and Mrs. Rosaline Kaday Sesay, I dedicate this doctoral study. Your caring love and provision have brought me thus far and made this academic journey possible. This study dedication also goes to my talented and beloved son, Joseph Salifu Conteh (we commonly call Joe-Joe) for his patience and understanding. Joe-Joe provided companionship, encouragement, and served as a study partner.

Acknowledgments

My gratitude goes to God Almighty for strengthening me to complete this study. I am indebted, with a special thanks and words could not express my appreciation, to Dr. Janice K. Garfield, my doctoral study chairperson at Walden University, for her invaluable guidance, kindness, and unwavering support. Dr. Garfield's insightful criticism and gentle encouragement aided the completion of this doctoral study. Thanks to Dr. Dina Samora, Dr. Mohamad Hammoud, and Dr. Susan E. Davis for their encouragement and directive throughout the doctoral study process. Thanks to my mentor, Dr. Jonas N. Okafor, for his inspiration throughout my academic journey. I would also thank family members and friends for their unconditional support. An exceptional heart-felt thanks to my son (Joe-Joe) who stood by me and helped in navigating through the hurdles/challenges of adult learning/education experience and for his moral support. This doctoral study would never have come to fruition without the support of my family.

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Section 1: Foundation of the Study

Young people are resourceful and competent to contribute to their society. In this study, I explored strategies to improve youth programs of nonprofit organizations. I used the 2017-2018 Baldrige Performance Excellence Framework as a tool to complete a systems-based holistic assessment of my client organization. Within that holistic assessment, I explored strategies used by nonprofit managers to improve youth programs. In complying with Walden University's Consulting Capstone requirement, I constitute the researcher and the consultant.

Background of the Problem

The guiding principle of youth services has shifted over the last century from a traditional view of young people as consumers, victims, perpetrators, and needy clients, to a view of young people with supportive assets capable of being significant contributors to their communities (Delgado & Staples, 2008). Over the last decade, this shift has made it possible to consider youth as actors in civic life. First, a shift from a deficit-based approach to one that focuses on support and opportunities that young people need to grow into healthy and functioning adults has enabled a view of youth as capable of guiding their own development (Smith & Soule, 2016). Building on the youth development model, positive youth development (PYD) has emerged as a theory that connects youth's abilities with moral and civic life (Ettekal, Callina, & Lerner, 2016). PYD leaders strive to develop youth who are healthy and thriving individuals and who take actions that serve their own well-being and, at the same time the well-being of parents, peers, community, and society (Ettekal, et al., 2016). From the PYD approach extends a framework that emphasizes youth's ability to contribute to their own development as well as to the life of their communities. Policy interventions by leaders that propose young people's empowerment and participation have emerged from the belief that youth must actively shape their destinies through meaningful opportunities for decision-making (Delgado & Staples, 2008).

Scholarly researchers help shape potential social policy by identifying community actions most effective in promoting positive youth development (Delgado & Staples, 2008). Among the strategies to encourage positive youth development are improved youth programs that build individual youth's civic knowledge and skills to improve their communities (Camino & Zeldin, 2002). Since 2010, policy advocacy and specific actions in favor of constructive youth development joined with community change efforts have begun to promote what Camino and Zeldin (2002) identified as five pathways of civic engagement: (a) consulting youth on public policy, (b) involving youth in community coalitions, (c) including young people in organizational decision-making, (d) school-based service learning, and (e) youth organizing and activism. These policies and practices are significant in raising expectations; they advocate youth empowerment and acknowledge the importance of adults as allies that give young people the support and institutional power they need to achieve individual and collective goals (Camino & Zeldin, 2002). Community-based youth development programs are instrumental in fostering opportunities for personal development experiences for their youth participants.

Problem Statement

Leaders in the nonprofit environment typically manage multiple stakeholders and scarce resources (King, 2016). Fifty percent of youth programs are ineffective due to nonprofit leaders' inability to manage resources and stakeholders to improve operations for effective youth programs (Follman, Cseh, & Brudney, 2016). The general business problem is that some nonprofit leaders lack strategies to help ensure efficient and effective work processes and performance outcomes (EL-Annan, 2015). The specific business problem is that some nonprofit managers of youth programs lack strategies to improve work processes and achieve performance outcomes.

Purpose Statement

The purpose of this qualitative single-case study was to explore strategies nonprofit managers of a single organization used to improve work processes and achieve performance outcomes for multiple youth programs. The target population for this single-case study comprised three leaders of a nonprofit organization in a southwestern U.S. state that has for 28 years been successfully managing multiple youth programs. The focus of this case study is a nonprofit organization whose leaders equip youth from homeless families to prepare for the job market and contribute to the labor force. Society can benefit from the study because when leaders of nonprofit organizations succeed in equipping youth from homeless families with required job skills, the cycle of homelessness may decrease.

Nature of the Study

Researchers use three research methodologies; (a) quantitative (b) mixed, and (c) qualitative (Gaus, 2017). Researchers use the quantitative method to examine a research problem by generating numerical data to test hypotheses for relationships or differences among variables (Barnham, 2015). The quantitative method was not suitable for my study because the focus was not on numerical data, statistical analysis, or examine the relationships or differences among variables. Researchers use the mixed method to employ two methods to explore a research problem (Koskey & Stewart, 2014). The mixed method was not suitable for my study because it did not include a quantitative component that required analysis of hypotheses about multiple variables. Researchers use the qualitative method to gain an understanding of a phenomenon by exploring underlying reasons, opinions, and motivations (Hurt & McLaughlin, 2012). I used a qualitative method for this study because it is a suitable research method to explore and comprehend the *what, how,* and *why* of a phenomenon.

Researchers choose from among five qualitative research designs (e.g., phenomenological, ethnographic, case study, grounded theory, and narrative design) to explore a phenomenon (Gaus, 2017). I considered phenomenological, ethnographic, and case study designs for this study. Researchers use phenomenological design to describe shared meaning for individuals and participants of their lived experiences with a phenomenon (Bevan, 2014). Phenomenology is not suitable for this study because the focus is not exploring human experiences or relating what participants have in common as they experience a phenomenon. Researchers use an ethnographic design to explore social interactions, behaviors, and perceptions within groups, teams, organizations, and communities (Mannay & Morgan, 2015). Ethnographic design is not suitable for this study because the focus is not on seeking to understand the experiences of an entire culture-sharing group. Researchers use case study design for the study of a case within a real-life, contemporary context or setting (Hershberg, DeSouza, Warren, Lerner & Lerner, 2014). I used a case study design because the focus of my study was the strategies that nonprofit organizational leaders use to operate efficient and effective youth programs.

Research Question

The overarching question for this study was: What strategies do nonprofit managers of youth programs use to improve work processes and achieve performance outcomes?

Interview Questions

1. What strategies have you used to improve work processes for youth programs?
2. What were the key challenges you encountered in implementing your strategies for efficient and effective youth programs?
3. How did you address the key challenges you encountered in implementing your strategies for efficient and effective youth programs?
4. How do you improve work processes and achieve performance outcomes for youth programs?
5. How do you measure the effectiveness of your strategic management operations?

6. What more do you want to say about the successful strategies you use to improve work processes?

Conceptual Framework

The conceptual framework for this study is the transformational leadership theory developed by Burns (1978), who used it to explain leadership outcomes based on the premise that leaders inspire groups to change expectations, perceptions, and motivations to work toward common goals. Burns identified the following crucial constructs underlying the theory: (a) idealized attributes, (b) idealized behaviors, (c) intellectual stimulation, (d) inspirational motivation, and (e) individualized consideration. Followers accomplish more than expected through the extraordinary forms of influence from transformational leaders (Krishnan, 2012). Leaders use the concept of transformational leadership to redesign perceptions, values, and change the expectations and aspirations of employees (Imran, Ilyas, & Aslam, 2016). I used this conceptual framework to guide the analyses of my study.

Operational Definitions

Effectiveness: The measure of managers attaining organizational objectives by doing the right things (PMI, 2017). Organizational members (the labor force) in this study are considered effective when goals and objectives are achieved by implementing established organizational standards.

Efficiency: The measure of organizational resources contributing to productivity by doing things right (PMI, 2017). Organizational programs and services in this study are considered efficient when available resources are properly utilized without waste.

Mentee: An individual advised, trained, or counseled by a mentor (DuBois & Karcher, 2014). A mentee in this study is a program participant with a commitment to learn from someone of a role model.

Mentor: An individual offering knowledge, insight, perspective, or wisdom useful to another person. The mentor serves as an active tutor, counselor, friend, who enables the mentee to sharpen and hone thinking skills (DuBois & Karcher, 2014). In this study, a mentor is an individual considered by program participants as a role model.

Mentoring: The working together of a mentor and mentee to determine, then develop the mentee's latent abilities, and encourage the mentee to acquire knowledge and skills as opportunities and needs arise (DuBois & Karcher, 2014). In this study, mentoring is a learning process in which program participants engage with individuals they consider as role models.

Program: A group of correlated projects, subprograms, and program activities administered in a coordinated way to obtain benefits unavailable from managing them individually. Programs may comprise elements of related activities outside the scope of the discrete projects in the program. A project may or may not be part of a program, but a program will always have projects (PMI, 2017). In this study, a program consists of organizational projects with positive outcome to achieve set goals and objectives.

Strategy: A broad and general plan developed to reach long-term objectives. Organizational strategy can, and generally does, focus on many different organizational areas such as marketing, finance, production, research and development, and public relations. A strategy gives broad direction to the organization (Heizer, Render &

Munson, 2017). In this study, a strategy is the leaders' plan of implementing and maneuvering available resources to achieve organizational mission.

Volunteers: Are individuals or group providing services for no financial gain to benefit another person, group or organization (Samuel, Wolf, & Schilling, 2013). Volunteers are members of an organization's workforce and involved in accomplishing the organization's work/mission (Baldrige Excellence Framework, 2017). In this study, volunteers are members of the organization's workforce with a passion of being part of a social cause, rather than monetary benefit.

Assumptions, Limitations, and Delimitations

Assumptions

Assumptions serve as the foundation of any proposed research, constituting what researchers take for granted, and view as something the researcher accepts as true without concrete proof (Kirkwood & Price, 2013). The assumptions in my study are the elements that are somewhat out of my control and could make the study irrelevant if they disappeared. In this single-case study, there were four assumptions. Firstly, I assumed that participants in the study would make sincere efforts to complete the assigned tasks on time. Secondly, as experts in their field, I assumed that leaders will respond truthfully to my questions and that their expertise would be valid and useful. Thirdly, I assumed that the Baldrige framework and criteria would provide a systems-based approach to evaluating the effectiveness of my client leaders in leading and guiding the operations of their nonprofit organization. Fourthly, I assumed that using the evaluation dimensions of the Baldrige Excellence Framework as a tool to evaluate my client organization would provide a systematic perspective for the evaluation of my research question. These assumptions were significant in the context of my research because explicit assumptions are necessary to describe the research phenomenon (Kirkwood & Price, 2013).

Limitations

A limitation is an uncontrollable threat to the internal validity of a study (Kirkwood & Price, 2013). Limitations are the potential weaknesses in my study that were out of my control. The limitations of this study pertained to threats to internal, external, and construct validity issues. The limitations of this single-case study included the use of a purposeful sample of only three leaders of the selected organization. All participants in the study were volunteers who could withdraw from the study at any time. The participants who finished the study might not, therefore, be truly representative of the population. Inaccurate responses from interviewing some participants could be another limitation of the study.

Delimitations

Delimitations refer to what the researcher may not do, or the boundaries of the research to constraint the scope of the study and make it more manageable (Kirkwood &Price, 2013). The delimitations are those characteristics that limited the scope and defined the boundaries of my study. Delimiting issues include the choice of objectives, the research questions, conceptual perspective adopted, the geographic location, and the population chosen to investigate. The scope of this single-case study was delimited to the geographic location of one state, and a relatively small population of three nonprofit organizational leaders.

Significance of the Study

The results of this study may be of value to the practice of business because leaders of nonprofit organizations could adopt the findings and implement strategies that would enable their organizations to deliver efficient and effective youth programs. To establish the significance of the study, I discuss the value of strategies used to improve the efficiency and effectiveness of youth programs to achieve business success. As such, organizational leaders may add value and create the potential for social change (Alavi & Gill, 2016).

Contribution to Business Practice

The contributions to professional or practitioner application include identifying strategies to improve the efficiency and effectiveness of youth programs. Wang, Ferris, Hershberg, and Lerner (2015) explored strategies needed for effective youth programs, identifying the need for leaders and managers to be engaged and collaborative in managing work processes for youth programs. Brennan, Barnett, and Lesmeister (2007) stated that youth programs prepare and equip youth with required skills for the job market and contribute to the labor force.

Implications for Social Change

The implications for positive social change include the potential to enhance the ability of leaders to develop strategies and implement efficient and effective youth programs that instill in students a culture of self-sufficiency. Relationships between youth and community building are a long-term involvement in community development efforts (Brennan et al., 2007). Implementing strategies for efficient and effective programs may meet youth expectations, ensuring a consistent presence in the community of youths who are developing positive qualities and hopeful thinking. Youths can develop skills, improve their self-esteem, increase environmental awareness, and foster their social networks to help counter the attraction to gangs and dealing with drugs issues. Additional benefits could also be felt at a broader community level through positive environmental, social, and physical changes. King (2016) stated that opportunities for improved youth programs are necessary to develop youths and prepare them to be contributing adults in their communities.

A Review of the Professional and Academic Literature

The basis of the academic literature review was to outline the literature about the research topic. Researchers use analysis of academic literature to provide an underlying foundation to explore a research topic and demonstrate how the research fits into the broader field of study (Schryen, 2013). Scholars and researchers contribute to topic development that facilitates research efforts by conducting academic literature reviews (Schwarz, Mehta, Johnson, & Chin, 2006). The academic literature used in this doctoral study included qualitative research to explore common data trends among research participants.

The lens for the review of academic literature in this study was the transformational leadership theory. Bass and Avolio (1994) proposed that transformational leadership style could be taught to organizational members at all levels and can positively affect the organization’s performance. Organizational leaders can use transformational leadership style in recruitment, selection, promotion, and training and development. Leaders can also use transformational leadership style to improve team development, decision-making groups, quality initiatives, and organizational performance (Bass & Avolio).

Transformational leadership presents an extensive set of generalizations for leaders transforming or who work toward transforming organizational contexts, rather than a model that instruct leaders what to do (Bush, 2014). Unlike other leadership approaches such as transactional leadership, transformational leadership does not provide a specific set of assumptions on how leaders should act in a situation to be successful (Caillier, 2017). Transformational leadership provides a general way of thinking about leaders that emphasize ideas, inspiration, innovations, and individual concerns (Bush, 2017). Transformational leadership requires that leaders be aware of how their behavior impacts the needs of followers and the changing dynamics of their organizations (Caillier, 2016). These facets of the academic literature may represent a significant contribution to the study and provide insight into how leaders of nonprofit organizations can implement strategies to improve youth programs.

Search Strategy

I embarked on a systematic literature review by exploring the following databases: ProQuest Dissertation and Thesis; Sage; Education Research Complete, Business Source Complete, GuideStar, Google Scholar, EBSCOhost, and Academic Search Complete. I used the following keywords: *development*, *leadership*, *leadership style*, *manager*, *nonprofit*, *youth program, youth manager*, *organizational change*, *organizational culture*, *qualitative*, *transformational leader, transactional leader*, *transformational leadership*, and *transactional leadership.* Combinations of these keywords created numerous searches in each database. The Boolean operators were used to combine subject headings when appropriate using the AND or OR options. These computer searches resulted in more relevant articles than needed. *Footnote chasing*, a process involving the references cited in articles from the literature search to locate additional related articles of primary sources, yielded additional articles for review according to guidelines of the American Psychological Association (2012) pertaining to the content domain.

Transformational leadership theory is the lens for my review of academic literature. To explore leadership in nonprofit organizations, I will review relevant literature to explore existing nonprofit environment and leadership requirements. Despite the growth in youth programs, information on strategies for leading these youth project programs is lacking (Caillier, 2014). The relevant literature review provides insight into the current and historical research concerning this problem. Summarizing literature relating to a research topic is the purpose of a literature review.

Major topics of this literature review addressed the research question and include leadership/leadership theory, nonprofit sector in the United States, process management and improvement, and performance outcomes. The contents of the literature review support this descriptive case study. As shown in Table 1, the literature review consists of 76 sources, including 67 peer-reviewed and 65 published within 5 years from the anticipated approval of this study by the chief academic officer (CAO) of Walden University.

Table 1

Literature Review Content

Literature review content	Total No.	No. Fewer than 5 years old at approval date	Percent of total peer-reviewed fewer than 5 years old at approval date
Peer-reviewed journals	67	65	97%
Books	5	3	4.4%
Non-peer reviewed journals	4	2	2.9%
Total	76	70	89.7%

The purpose statement and research question of the study shaped the context of the literature review. The literature review's findings will provide understanding for future research as well as for the design of nonprofit youth programs. The purpose of this qualitative single-case study is to explore strategies nonprofit managers of youth programs use to improve work processes and achieve performance outcomes.

The analyses of literature by researchers provide the foundation for the exploration of a research topic and to corroborate how the research fits into the broader field of study (Bense, 2016). Literature reviews enable researchers to contribute to the expansion of topics that promote research endeavors (Bense, 2016). The literature used in this study comprised qualitative research to explore strategies used by nonprofit managers to improve youth programs.

I used journal articles, books, and other scholarly sources within this literature review (Table 1). I organized the literature review into four main themes: (a) leadership theories, (b) leadership and character, (c) history of the nonprofit sector in the United States, and (d) leadership and organizational success.

The first section includes an overview of transformational leadership and transactional leadership theories. The second section includes an overview of character as a central element of leadership which enable leaders to create an honest and transparent organizational culture. The third section includes the history of the nonprofit sector in the United States, the challenges faced by the nonprofit sector, nonprofit resource management, and the role of nonprofit CEOs. The fourth section includes an overview of leadership and organizational success.

Leadership Theories

Among the studies of leadership, Galton (2014) highlighted in hereditary genius a fundamental notion of informed mutual thoughts about leadership. According to Zaccaro (2007), leadership is a characteristic ability of exceptional individuals. The *great man* theory concept of leadership has evolved into the study of leadership traits (Behrendt, Matz, & Göritz, 2017). Researchers discovered different definitions and conceptions of leadership that makes the search for a single definition to be pointless (Bass & Bass, 2008). According to Bass and Bass, the definitions and conceptions of leadership depend on the precise aspect of the leadership interest to individuals. I will focus on two specific conceptions of leadership; transformational and transactional leadership (Table 2).

Northouse (2016) defined leadership as a process whereby an individual influence a group of individuals to achieve a common goal. The definition of leadership as a process indicates that leaders do not have traits or characteristics that reside in them, but involves an interactive event that occurs between the leader and the followers. Procedure implies that leaders affect, as well as affected by followers (Northouse, 2016). Leadership involves influence that concerns with how the leader affects followers. Leadership exists in groups, which are the context in which leadership takes place. Leadership encompasses influencing a group of individuals who have a common purpose. Leadership is about one individual influencing a group of others to accomplish common goals. There should be others (a group) for leadership to occur. Leadership includes attention to shared goals, where leaders direct their energies toward individuals who try to achieve something together. Hence, leaders and followers have a purpose that they share. Attention to common goals gives leadership an ethical overtone/implication with the need for leaders to work with followers to achieve selected goals.

Leadership and Character

Leadership is a process of intentional influence exerted by one person over other people to guide, structure, and facilitate activities and relationships in a group or organization (Ewest, 2015). Transformational leadership has become a dominant force in leadership research over the past decade and is considered the new paradigm theory or the new leadership approach (Ewest, 2015). A transformational leader is one who articulates a realistic vision of a shared future, stimulates subordinates intellectually, and pays attention to the differences among the subordinates (Swid, 2015). Bass and

Steidlmeier (1999) acknowledged that transformational leadership emerges in less formal nonorganizational settings, such as individuals in their community or students in work groups.

Organizational leaders should transform followers' thinking to adopt the vision of the organization and motivate employees to overcome their interests and strive for the collective goal. Leaders must encourage and allow followers to act with a certain degree of independence, rather than giving instructions. Leaders should be willing to take risks, try new solutions, and take an innovative approach to growing the organization. However, leaders should also understand how to manage risks and make evidence-based decisions with insights and well thought out actions.

A significant characteristic of transformational leadership is the motivation of others (Zhu & Akhtar, 2013). Motivation is defined as forces that drive an individual to exert effort toward achieving a goal (Zhu & Akhtar, 2013). A motivated individual is characterized by energy, effort, and direction. Transformational leadership has long been associated with the motivation of others (Zhu & Akhtar, 2013). Transformational leaders may encourage their followers to exert more effort to help them realize their full potentials (Zhu & Akhtar, 2013). Additionally, transformational leaders can influence youths' motivation via the process of emotional contagion. Emotional contagion is a nonconscious process of transferring moods and emotions through mimicry of displays (Zhu & Akhtar, 2013). Transformational leaders who are energetic and arousing can transfer their positive moods and emotions to youths. Consequently, youths may experience increased enthusiasm and motivation.

Transformational leaders should exhibit an exceptional form of influence that motivates followers to do more than expectations. Transformational leaders should also understand that multiple stakeholders should be involved in the well-being of the organization and the need for an inclusive and interactive environment. A transformational leader's primary contribution is in recognizing and supporting good ideas and ready to confront the status quo to get new products, processes, services, and systems embraced.

Followers perceive credible leaders as convincing, dependable, competent, trustworthy, and believable. Transformational leaders are perceived as credible by followers due to their behaviors (Cooper, Hamman, & Weber, 2016). Transformational leaders' behaviors consist of the articulation of a vision along with actions to achieve said vision (Cooper et al., 2016). Transformational leaders' extraordinary behaviors should foster youths' admiration and respect for the leader. Cooper et al. added that transformational leaders are credible because they (a) show concern for their individual followers' needs as opposed to their self-interests and (b) are knowledgeable and experts in their field.

The level of autonomy and challenge provided by a transformational leader promote follower satisfaction (Galoji, 2017). Satisfaction refers to a feeling of gratification or contentment. Transformational leaders should enhance youths' satisfaction by providing meaningful goals and exhibit exemplary behaviors (Galoji, 2017). Specifically, transformational leaders should link program goals to youths' lives, which increase the meaningfulness of goals and thus improves youths' satisfaction with the leader (Galoji, 2017). Transformational leaders should display acts of self-sacrifice and expertise in helping youths to realize program goals, and such exemplary behaviors are likely to build youths' affect toward the leader (Galoji, 2017).

Organizational leaders should provide substantial freedom, independence and discretion to youth/followers in work schedule and determining the process to execute their responsibilities. Youth become motivated to exceed expectations and come up with problem-solving solutions when given the opportunity for autonomy. For leaders, autonomy may be a fulfilling factor when youth need personal development. Managers with transformational leadership style should employ more autonomy support and fewer psychological control behaviors, which makes employees happier and less burned out.

Transformational leadership behaviors push followers' performance beyond expectations (Bass & Bass, 2008). In education research, academic performance typically refers to the degree to which students accomplish an academic-related task or goal, that is, grades or grade point average (GPA). Transformational leaders should enhance youths' academic performance through inspiration and support. Transformational leaders should inspire followers to perform beyond normal expectations (Balwant, Stephan, & Birdi, 2014). Additionally, transformational leaders should use supportive coaching and mentoring behaviors to improve youths' beliefs in their abilities to achieve program goals with self-efficacy toward the program. Increased self-efficacy should enhance youths' academic performance (Hannah, Avolio, Luthans, & Harms, 2008).

Leaders with character achieve results that transcend everyday organizational imperatives and outcomes (Cooper et al., 2016). Researchers acknowledged that managers with strong character create a better world for everyone, while leadership is vital to the social, moral, economic, and political fabrics of society (Ewest, 2015). A transformational leader goes beyond managing day-to-day operations and crafting strategies for taking an organization and team members to performance excellence and success. The focus of transformational leadership is on collaboration, motivation, and team-building of the workforce to accomplish organizational goals. Transformational leaders set goals and incentives to elevate followers to higher performance levels and provide opportunities for personal and professional growth of employees (Bayram & Dinc, 2015).

Similar to nonprofit organizations, philanthropic institutions are in the business of creating public value (Mendel & Brubney, 2014). Leaders of philanthropic institutions should be strategic not only in achieving organizational objects but also in the way they stimulate and encourage collaboration. Philanthropic institutions and leaders should also create the required opportunity to incubate ideas that transform society and leverage resources to increase return on their investments toward system-wide change. The implications for philanthropic actors and institutions suggested that the strategic contributions they make toward the creation of public value are those that go beyond transactional performance measures (Mendel & Brubney, 2014). Those performance measures include dollars spent or clients receiving services, to include ways that meaningful partnerships amplify their investments with nonprofit and other organizations, changed behaviors of institutions and individuals, and transformative public policies (Mendel & Brubney, 2014).

A typical good of philanthropy should consist of shared values of citizens bound together in the same society. What binds organizational members should be a commitment to fundamental ideas and principles of respect, tolerance, and equal opportunity. Organizational leaders of youth programs should recognize the notion of leadership as trusteeship and executives should recognize responsibilities beyond maximizing profits.

Leaders evaluate how senior executives guide the organization and address their responsibilities to the public and practice good citizenship (Park, Song, & Lim, 2016). Leadership sets the direction and paves the way for the organization to move in that direction. Transformation is how leaders attain comprehensive and benevolent outcomes and is a significant factor of leadership character (Vigliotti & Gregory, 2013). Transformational leaders with character have courage, passion, wisdom, competency, and self-discipline in their leadership repertoire.

From a business perspective, courage is having strong convictions about the strategic objectives of the organization and harnessing the minds of workers and company resources to achieve those objectives (Park et al., 2016). Courage is thriving through problems and promises of dynamic environments and not constrained by fear of the unknown (Cooper et al., 2016). Leadership courage includes the willingness to do what is right in the face of risk. Though acting with courage may result in unpleasant experiences, it is a fundamental ingredient of leadership. Being innovative requires risk and facing the possibility of failure.

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Passion is about energy and intensely committed enthusiasm to produce the best (Kozlowski, 2016). In business, passion is an indicator of an organization's guiding principles and helps others identify the underlying culture of the organization (Kozlowski, 2016). Leadership is about making a difference reflecting on making a change that must be in areas the leader is passionate. The passion of a leader makes a significant difference in the degree to which followers become inspired and enhance focus and motivation for the organization (Kozlowski, 2016).

Wisdom is the ability of a leader's knowledge and experience to make well-informed decisions and involves the use of one's power and personal authority to implement action (Shamir & Eilam-Shamir, 2017). Leaders need to be competent to maintain the confidence of followers and be experts in their field career to the extent that their expertise prompt peers and followers (Shamir & Eilam-Shamir, 2017). Leaders need to possess a comprehensive knowledge of the subject matter they deal with and influence others to act positively (Alavis & Gill, 2016).

Leaders with self-discipline exercise appropriate personal control over their thoughts and actions and can manage and express emotions in constructive ways (Henry, 2017). They are well organized and able to persist in the face of difficulties. Through self-discipline, leaders engender confidence in their followers that they can be relied upon to make rational and logical decisions (Henry, 2017). Consequently, their capacity to influence others often increases.

Leaders' consistency in their disposition, behaviors, and decisions lets employees know where they stand on important issues (Park et al., 2016). Self-discipline requires the maturity to do the required, not always the desired in the present moment. For a leader to maintain a balance between professional and personal roles, self-discipline is a significant component of effective leadership (Park et al., 2016). Followers want leaders who make decisions decisively but inclusively, interpret situations with rational and emotional intelligence and exude confidence and humility. Organizational leaders should instill courage in youth and encourage them to pursue their potentials. Leaders of youth programs should have the courage of confidence in followers and let go of the need to control situations or outcomes and being open to direction and change.

Organizational leaders must lead by example as followers often model the behavior demonstrated by their leadership. Followers will perform well when their environments are predictable. To achieve optimal results, leaders should establish regular routines for communicating with employees to build buy-in and check on progress. When leaders demand consistency in followers' performance and deliverables to meet goals, followers should expect consistent support from their leaders as well. Hence, leadership inconsistency leads to uncertainty and stress within the organization and followers.

Transformational leadership versus transactional leadership. While there is no single leadership style that works for every situation, in organizational teams, transformational leaders are best suited for creating positive outcomes (Babaev, 2017). Transactional leaders maintain day-to-day workflow by using rewards and incentives to motivate employees to perform their best (Northouse, 2016). Transformational leaders go beyond the day-to-day and strive to be effective leaders for groups and team building. Transformational leaders motivate followers by setting goals, using incentives, and promoting personal growth (Behrendt et al., 2017). Transformational leaders concentrate on the status quo, needs, and desires of the organization. In addition, transformational leaders desire to fully use the potential of their followers by going beyond social exchange (Bush, 2017).

A transformational leader understands how to encourage and intellectually stimulate individual team members' self-concept by promoting exceptional thinking (Chang, Chang, & Chen, 2017). With nearly 80 percent of organizations using team-based structures, creating a healthy team environment can be helpful in organizing work performance (Heizer et al., 2017). Because transformational leaders excel in elevating member confidence, this leadership style could be just as effective in team setting by managing team conflicts, building relationships, and engaging members (Ng, 2017).

Table 2

Transformational Leadership Approach vs. Transactional Leadership Approach

Transformational approach	Transactional approach
Designed for:	*Designed for*:
Nonroutine, complex, and adaptive challenges.	Technical and routine challenges.
Focus on people, possibilities, and the future	Focus on systems, process, and structure
Based on commitment and accountability	Based on priorities and problem solving
Strategic, multidimensional, and open new pathways of thought and action	Tactical, linear, and return to full action
Result:	*Result*:
Exceptional Performance	Improvement

Note. Distinctive differences between transformational leadership and transactional leadership approach.

Transformational leadership. The most researched and debated concept of leadership for the past three decades has been transformational leadership (Fisher & Robbins, 2014). Researchers link transformational leadership to CEO success (Khalili, 2017), middle manager effectiveness (Fernet, Trepanier, Austin, Gagne, & Forest, 2015), military leadership (Hamad, 2015), cross-cultural leadership (Mittal, 2015), virtual teams

(Bayram & Dinc, 2015), personality (Elliott & Asghar, 2014), and emotional intelligence (Fisher & Robbins, 2014). Burns (1978) defined a transformational leader as one who elevates followers' level of consciousness about the importance and value of desired outcomes and how to achieve those outcomes.

Transformational leaders persuade followers to transcend their personal interest for organizational success and elevate followers' level of need on Maslow's (1985) hierarchy from lower-level concerns for safety and security, to higher-level needs for achievement and self-actualization (Bass & Bass, 2008). Over time, and based on empirical evidence, as transformational leadership construct become modified, four components of a transformational leader emerged; idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Figure 1). A transformational leader manifests each of those four components in varying degree to effect desired organizational outcomes through followers (Bass & Bass, 2008).

Idealized influence comprises two components of the follower-leader relationship. Firstly, followers attribute the leader with qualities that followers wish to emulate. Secondly, leaders influence followers through behaviors. A leader can influence followers when he/she practices what he/she preaches. Followers seek to emulate their leadership role model. Such leaders win the trust and respect of followers through action, places followers' needs above their needs, sacrifice personal gains, and demonstrate high standards of ethical conduct.

Inspirational motivation involves the behavioral capability to motivate, inspire, and guide followers by providing a sense of meaning and challenge. Transformational leadership foundation is the promotion of consistent vision, mission, and values to followers. A transformational leader works enthusiastically and optimistically to foster the spirit of teamwork and commitment (Bass & Bass, 2008).

Intellectual stimulation permits a leader to expand followers' efforts in innovation by questioning assumptions, reframing known problems, and adopting new frameworks and perspectives to old and established situations and challenges (Bass & Bass, 2008). Intellectual stimulation requires leaders to be open without fear of criticism, increase the level of confidence in problem solving, and increase the self-efficacy of followers. Increased self-efficacy of followers leads to an increase in organizational effectiveness (Mulyadi, Rahardjo, & Basuki, 2016).

Individualized consideration involves a leader acting as a coach or mentor to assist followers in achieving their full potential. The leader empowers followers to make decisions and provide learning opportunities and a supportive climate to implement those decisions (Bass & Bass, 2008).

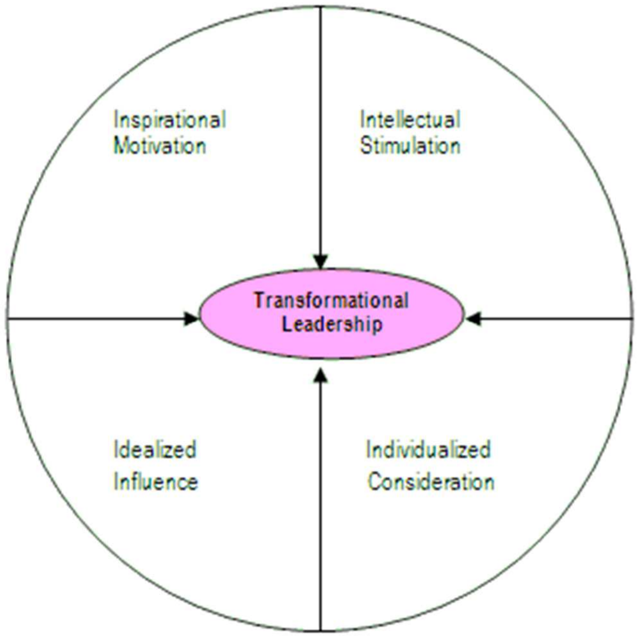

Figure 1. Four components of a transformational leader.

Transformational leaders should be role models respected and admired by followers, have a clear vision and a sense of purpose, and willing to take risks. Transformational leaders should motivate, generate enthusiasm, challenge followers, and communicate expectations. Organizational leaders should actively solicit new ideas, new ways of executing duties, and new ways to problem-solving solutions, and stimulate followers to be creative. In transforming an organization, leaders should be attentive to the needs and the potential for developing followers by establishing a supportive organizational climate where individual differences are respected. Leaders should be aware of individual concerns within the organization and encourage interactions with followers.

Pros and cons of transformational leadership

Leadership theories in management have evolved for years into different lines of thought. Each theory of leadership offers a model of successfully steering a group. One of those theories is the transformational leadership. Unlike the transactional theory, transformational leadership is a more compassionate theory (Birasnav, 2014). Transformational leadership theory believes in inspiring employees to do excellent work through the force of a leader's personality and example (Bayram & Dinc, 2015). Also, the transformational leadership theory believes that individuals rise higher through positive motivation compared to negative motivation (Bayram & Dinc, 2015).

Pros. Transformational leadership model creates an enthusiastic work environment and drives the organization with innovations and changes (Kao, Pai, Lin, & Zhong, 2015). There is an opportunity to develop future leaders from followers, as individuals work for leaders with an inspired and motivated vision (Fernet et al., 2015). The legacy of transformational leaders will create a line of mentor-protégés that enhance innovation (Kao, et al., 2015). Leaders arouse emotions toward their followers that motivate them to act beyond the framework of exchange relations. Transformational leadership theory forms new expectations in followers due to the proactive nature of leadership, motivates followers to achieve goals that exceed their self-interest, and create the possibility of guaranteed high productivity (Fernet, et al., 2015).

Cons. However, there are drawbacks per this type of leadership theory. Transformational leadership theory is based on the leader's ability to inspire the workforce (Galli, 2016). Hence, some leaders may not have such ability and force of character to enforce and achieve their goals.

Nonprofit organizations vary in their mission, size, mode of operation and impact, and many operate under the notion of doing more with less. Hence, such organizations tend to have limited access to resources including personnel and funding streams. Several nonprofit organizations encounter uncertainty due to unpleasant economic conditions. Specifically, in the financial field, resources become more limited due to a reduction or elimination of funds from federal and local governments (Boenigk & Becker, 2016). Leadership is a significant factor in the success of any organization (Bush, 2017). Leadership is a moral relationship between people based on trust, obligation, commitment, emotion, and a shared vision of the good (Fisher & Robbins, 2014).

Given the impact of their decisions and relationships within and outside the organization, leaders must be strategic thinkers (Kiersch & Peters, 2017). The ability to be a change agent is one of the components of a leader (Kiersch & Peters, 2017). Organizational leaders have the potential to create a workplace/organization that serve the interest of followers and constituencies (Kiersch & Peters, 2017). Leaders must identify and take actions for organizational success. It is crucial for organizational leaders to serve as role model to develop trusting and mutually supportive relationships.

When followers trust their leaders, they form a powerful bond that helps in executing their duties and communicate effectively. If followers trust their leaders, they can be open and honest in their thoughts and actions. The better and more effectively followers communicate with leaders, the better their performance.

Transactional leadership. Transactional leadership style is most often used by managers. Transactional leaders concentrate on the management process of controlling, organizing, and short-term planning (Afshari & Gibson, 2016). Transactional leadership involves motivating and directing followers primarily through appealing to their own self-interest (Afshari & Gibson, 2016). The power of transactional leaders comes from their formal authority and responsibility in the organization. The goal of the follower is to obey the instructions of the leader.

The transactional leader believes in motivating through a system of rewards and punishment (Lang, Den Hartog, & Hulsheger, 2014). If a subordinate does what is desired, a reward will follow. However, if the follower does not go as per the wishes of the leader, punishment will follow. A transaction exchange between leader and follower takes place to achieve routine performance goals. The exchange in a transactional relationship includes four elements; contingent rewards, active management by exception, passive management by exception, and laissez-faire (Antonakis & House, 2014).

Transactional leaders link organizational goals to rewards by clarifying expectations, providing necessary resources, setting mutually agreed goals, and providing different rewards for successful performance (Antonakis & House, 2014). Transactional leaders adopt active management by exception by actively monitoring the work of their subordinates, observe for deviations from standards, and take corrective action to prevent mistakes (Afshari & Gibson, 2016). With a passive management by exception approach, transactional leaders intervene when subordinates fail to follow standards, or when performance does not meet expectations and may use punishment to respond to unacceptable performance (Lang et al., 2014). Because transactional leaders abdicate responsibilities and avoid decision making, followers often lack direction (Antonakis & House, 2014). Therefore, performance is likely to be less effective when organizational leaders incline towards transactional leadership.

Sohmen (2013) identified a basic framework for best leadership practices. The framework is preliminary and consists of eight tenets of essential soft skills that bond leadership and teamwork in a synergetic balance (Sohmen, 2013). These tenets include vision, integrity, communication, collaboration, creativity, goal orientation, empowerment, and team building (Sohmen, 2013). Sohmen also stated that the ability to identify and use the best skills within a team to reach organizational success requires considerable emphasis on the skills of leadership. Baggetta, Han, and Andrews (2013) wrote that a leader's behavioral commitment connects to individual characteristics. Leaders with skills that are more relevant, available time, and aligned motivations have a more significant commitment to organizations (Baggetta et al., 2013).

Zimmermann, Wit, and Gill (2008) compared virtual and traditional settings in organizations and suggested that leadership behaviors may be almost equally important in both settings. As stated by researchers in a global survey of human resource executives at the Human Resource Institute, executives from the United States and Asia considered leadership the most crucial issue for managing people in organizations (Thorn, 2012). Executives believe that developing leaders is the most critical human resource goal for achieving global success (Thorn, 2012).

Cohen and Alonso (2013) stated the complexity of leading virtual teams due to the different background of its members while operating at the interface of technology and located in various time zones with the risk of failing due to lack of leadership. According to Cohen and Alonso, leaders can influence a group or team to use systematic procedures for analyzing complex problems by encouraging the use of procedures suitable to create solutions, encourage discussion on a range of options, and preventing team members from overlooking the cost and benefits of each option. Hence, Leadership interventions can have an impact on every organization.

Kahai, Jestire, and Huang (2013) proposed that virtual team leaders benefit from using transformational leadership style because they can improve the supportive climate for teams and improve task cohesion. According to Kahai et al., teams working with transformational leaders produce clarifications, support, solutions, and report higher levels of perceived performance, extra effort, and leadership satisfaction. Bogler et al. (2013) stated that the success of E-leaders results from their ability to inspire, motivate, and create effective team strategies. Hence, transformational leaders should use inspiration and motivation to empower followers, which can eventually increase the abilities of team members by increasing self-confidence. Bass (1990) indicated that transformational leadership is learnable, and institutional leaders should prioritize training and development at all levels of a business or organization. Transformational leadership training can improve team effectiveness and efficiency.

The interview by Thorn (2012) of 12 leaders from the International Monetary Fund, the World Bank, the Inter-American Development Bank, and the Inter-American

Investment Corporation, provided an understanding and information about the challenges, opportunities, and skills for making better leaders. In their response to the interview, participants outlined the challenges and opportunities faced by every leadership. Such challenges and opportunities are; (a) cope with interrelated events, crises, and technology, (b) manage and lead in complex society, (c) manage instability and the gap between poverty and the rich, (d) be adaptable and flexible in creating and accepting change, (e) maintain a vision that incorporate people from different background and culture, and (f) recognize the decline of nation states (Thorn, 2012)

History of the Nonprofit Sector in the United States

Nonprofit organizations are independent, private, or public sectors that include a range of organizations that exist to serve the public (Ott, 2001). Classification of nonprofit organizations within the voluntary sector includes human services, health, arts, culture, foundations, educational, researcher, religious, advocacy and fund-raising (Ott, 2001).

The nonprofit sector organizations range from casual grass-roots operations to formal and large multinational organizations (Ott & Dicke, 2016). Human services, primarily comprising multiple smaller organization, is dynamic subsector of the nonprofit sector that gained its origin in the Neolithic period of 8,000, B C E when the traditional alliances between families and tribes became established (Ott & Dicke, 2016). For decades, faith-based societies have significantly influenced these alliances (Ott & Dicke, 20016). Renowned entrepreneurs such as John D. Rockefeller and Andrew Carnegie championed the development of the voluntary sector through philanthropic efforts. The contributions of Rockefeller, Carnegie, and other affluent donors, infused generous resources into the infancy of the sector, marking the launch of the Golden Age of Philanthropy (Ott, 2001). That cooperation resulted in the establishment of five private grant foundations titled "Red Feather" initiative (Ott, 2001). This pioneering initiative is modern-day United Way (Ott & Dicke, 2016).

Over the years, theorists classified the essence of the voluntary sector's existence as economic, religious, social or political in nature (Ott & Dicke, 2016). Economic theorist, Hansmann (1987) presented economic theories to explain the role and behavior of the voluntary institution. The perspective of role theorists suggests that the voluntary sector produces public goods that the government or business sectors cannot produce or risk market failure. Further, consumers prefer to purchase products, goods or services from producers involved in improving their local communities. The strategy of economic theorist became popular among producers because of the correlation between producer sales and consumer trust (Hansmann, 1987; Ott, 2001).

Per Kalinyak, Gary, Killion, and Suresky (2016), the voluntary sector existed primarily for religious motivation. The findings by Kalinyak, Gary, Killion, and Suresky suggested a link between an individual's belief that charitable behavior is necessary for salvation, spiritual growth, harmony or commendation by a Higher power. The catalysts for the emergence of the public administration field segment from within the voluntary sector were social reforms (Drucker, 2008). Individuals, groups, formed organizations to address a range of urban problems in response to the dire needs of the population, while social welfare reformers founded settlement homes in poor inner-city neighborhoods

(Stivers, 2002). Though leaders of men and women's clubs took on the same activities to aid targeted groups, their approaches to problem solving were distinct. The male clubs seemed focused on employing a more civic and critical investigative approach in their service to the public sector. In contrast, the female clubs focused the improvement of health, sanitation, education and social welfare (Stivers, 2002).

The number of charitable and religious organizations in the United States has risen from 793,000 to 1.23 million since 1982 (“Harris Poll”, 2017). There are many individuals willing to endure the hard work and assume the risk of starting and leading a nonprofit to sustainability (Drucker, 2008). Most nonprofit organizations are driven by the goal of providing well-being and care while for-profit sector organizations are driven by the goal of generating profits. Interestingly, some scholars believe that if nonprofit leaders were to model their operations after those of the for-profit sector, they would successfully accomplish their mission (Heizer et al., 2017). Like for-profit businesses, nonprofit organizational leaders should invest in and extensively test a broad array of methodologies, systems, and techniques designed to improve the effectiveness of each significant organizational function. There is much to be gained by nonprofit leaders from examining, learning, and applying the many techniques utilized in the for-profit industry.

Challenges Faced by the Nonprofit Sector

Historically, the leaders of human service organizations within the nonprofit sector depended on government funds to accomplish their organizational missions (Worth, 2014). However, recent economic downturns and public policy changes have resulted in the decline of government spending and charitable giving even in the face of escalating social needs (Worth, 2014). Therefore, to alleviate the gaps in funding streams, the human services subsector has adopted a trend of approaching individuals, corporate donors, and volunteers for alternative sources of support (Worth, 2014).

As governments of all levels cut back on expenditures for welfare programs the result has been an increased burden on the nonprofit sector, which has led to rising uncertainty among nonprofit organizations' ability to meet escalating community demands. To be effective and efficient in meeting the demand of their communities, it is necessary for nonprofit organizations to be resourceful, innovative, and cooperative. Though all organizations impacted by the growing challenges perpetuated by external factors, nonprofit organizations are more susceptible to the negative impact on their ability to achieve their mission (Heizer et al., 2017).

Nonprofit organizations face growing challenges of sustainability due to the volatility of the economy. Hence, nonprofit organizations target compassionate donors, volunteer sources, and the faith-based community. Despite leaders' effort to identify and secure alternative revenue, annual donations and contributions to nonprofit organizations continue to decrease due to high unemployment rates resulting in cost-cutting among individuals and corporations (Worth, 2014).

Because of widespread scandals and abuse of public trust, nonprofit organizations face challenges of seeking funds and community support (Southard, 2015). To gain the support of donors and volunteers, leaders of nonprofit organizations must portray and maintain a positive public image. Maintaining positive image to the public is important because the availability of external support from donors and volunteers for mission attainment is dependent on public perception (Birasnav, 2014). The public's perception of nonprofit organizations is influenced by the actions and behavior of its leadership. Unfortunately, past scandals and mismanagement of funds by nonprofit leadership have contributed to the diminished public trust and led to lack and loss of funding (Stewart, 2017).

Hopkins and Hopkins (2001) argued that the decline in public trust in the nonprofit sector was characterized by a lack of nonprofit identity, increased competition and commerciality, self-regulation, and lax fundraising guidelines. Studies also show that the public's perception of nonprofit organization's attention to advocacy issues and business operation activity is likewise becoming increasingly negative (Ott & Dicke, 2016).

The increase in uncertainty within the internal and external environments has forced nonprofit leaders to change and embrace more creative and strategic approaches to engage followers (Boenigk & Becker, 2016). Some of these strategic approaches include revamping their boards, institutionalizing quality processes for service delivery, benchmarking for decision-making and strategically securing human resources to build community capacity (Ferraro, 2015).

Nonprofit Resource Management

The need for leadership becomes evident when two or more individuals engage in achieving organizational goals (Fisher & Robbins, 2014). Nonprofit leaders must strategically direct, guide and align organizational resources to meet established goals (Jin, Seo, & Shapiro, 2016).

Within the nonprofit sector, the CEOs are the leaders. Majority of nonprofit organizations are chartered as corporations with a governing board whose members serve as directors. The members of the boards are under the law and use the term *board of directors* (Worth, 2014). The president leads the board of the organization while the director or executive director is the paid staff that manages the organization (Worth, 2014). Some nonprofit organizations adopt corporate terminology by naming the head of the board the chair, and the paid executive the president, chief executive officer or CEO (Worth, 2014). For this study, the term chief executive officer or CEO encompassed the titles; chief executive officer, president, founder, executive director, and director. The CEO also refers to the paid staff member who is leading the organization.

The primary distinction between nonprofit organizations and for-profit or public-sector organizations is their level of focus on resources (Porter, 2015). Evaluating the success of a nonprofit organization could be by social impact compared to financial profitability (King, 2016). Regardless of the sector, human resource is the most valuable within an organization (Heizer et al., 2017). Therefore, an essential function of leadership is the successful management of human resources. Generally, leaders must successfully align, manage and utilize available resources to fulfill the organization's mission (Chang et al., 2017). Nonprofit organization leaders must successfully manage volunteers as well as hired paid staff.

The strength of leaders is in their ability to inspire and mobilize their followers collectively toward a common goal (Ellis & Abbott, 2015). Leaders can also inspire and motivate others to find solutions and resolve issues within their spheres of influence

(Kumar & Pansari, 2016). Organizational leaders' conduct is the ultimate catalyst for altering the entire culture (Aritz & Walker, 2014). Dinc and Aydemir (2014) suggested that followers are attentive to leaderships' focus on responding to crisis, demonstration of character, rewards and promotion criteria, and hiring practices. Hence, leaders' capacity to influence organizational culture hinges on their perceived operation within organizational ethics (Houmanfar, Alavosius, Morford, Herbst, & Reimer, 2015). Leaders' authority to advocate for change and resolve dilemmas is also vital in the inspiration of followers and thus establishing the long-term direction of an organization (Perko, Kinnunen, Tolvanen, & Feldt, 2015).

The Role of Nonprofit CEOs

Leaders of nonprofit organizations must manage people, capital, and intellectual resources to attain organizational mission. The goal of nonprofit leaders is utilizing available resources to generate maximum contribution from their targeted clients and community stakeholders (Otto & Dicke, 2016).

The evidence indicates that the nonprofit sector may see an increasingly growing need for leadership roles across the sector (Boenigk & Becker, 2016). The need for leadership is due to the rising rates of retirement among the nonprofit workforce (Fyall, 2016). CEOs must ensure the availability of internal financial management systems for hiring, evaluating staff, and determine efficient and effective programs (Worth, 2014). Also, the CEO must serve as an external spokesperson to communicate the mission, be persuasive for financial support, motivate internal constituents to achieve effectively, and uphold the organization's vision and strategy for success (Worth, 2014).

The CEO is ultimately responsible for hiring and managing the rest of the staff, making sure programs operate effectively, and ensuring an adequate management infrastructure. The responsibilities of nonprofit CEOs include: (a) manage staff, (b) promote organizational culture, (c) create organizational structure, (d) create a conducive work environment, (e) develop organizational members/staff (f) deliver quality, and (g) lead (Worth, 2014).

Manage staff. The CEO is responsible for managing staff members crucial to the delivery of programs and services to achieve organizational goals and objectives. The CEO should help all staff members understand how their work supports the organization's broader mission and goals. In larger organizations, CEOs may delegate some of their management responsibilities to senior management team, specialists in finance, technology, and human resources, or outside consultants.

Promote organizational culture. The CEO promote a culture that reflects the organization's values, encourages good performance, and rewards productivity. Culture is the set of attitudes, norms, beliefs, and customs that add up to an organization's personality (Smith & Soule, 2016). The CEO helps shape organizational culture, including decision making, how the organization recognizes achievements and corrects failures, and how staff members communicate. An effective CEO should pay attention to culture and work intentionally to create a culture that supports the organization's mission.

Create organizational structure. COEs should create a staff structure that supports the organization's goals, objectives, and priorities. Organizational structures, including allocation of staff responsibilities and lines of authority and accountability, vary based on organizational size and mission (Chang et al., 2017). The CEO should periodically examine the staff structure to make sure it meets the organization's management needs. The CEO should make sure the organizational structure is flexible to accommodate the strengths and diverse talents of individual employees, with opportunities for senior staff members and lower level employees to develop their skills.

Create a conducive work environment. The CEOs should ensure that employees have the work environment, supplies, and equipment needed to execute their jobs effectively. By serving as a champion for adequate technology, equipment that works, and an office environment that encourages efficiency and professionalism, the CEO can help keep employees satisfied and productive (Bayram & Dinc, 2015). Because many nonprofit organizations operate with inadequate resources, CEOs may experience dismay when faced with software upgrades or leasing office space. When considering such investments, CEOs should recognize the impact on efficiency and productivity, staff morale, and quality of service.

Develop organizational members/staff. The CEOs should support the growth and development of staff members. Organizational members whose abilities and potentials are recognized and given the opportunity to take on challenging assignments with increased responsibilities and develop their skills, are more satisfied with their jobs and investment in the organization's success (Bayram & Dinc, 2015). CEOs can provide leadership by creating a culture that supports employee growth, protecting professional development budget when finances are limited, and by providing opportunities for internal advancement.

Quality delivery. Ensuring the quality, efficiency, and effectiveness of programs and services should be the CEO's focus as well. The CEO is ultimately responsible for delivering on promises made to clients or patrons, funders, and the community (Boenigk & Becker, 2016). The CEO should develop ways to measure performance, gather and use data to improve programs and services, think critically about the allocation of resources, and periodically engage the board in conversations regarding program effectiveness.

Lead by example. The CEO's actions and attitude resonate throughout the organization. The CEOs who cut ethical corners or make disparaging remarks about organizational members and colleagues are observed and imitated by staff members. Demonstrating and encouraging an appropriate work life balance, modeling ethical behavior, and setting a positive and professional tone for the organization is critical and often overlooked responsibilities (Alavis & Gill, 2016).

Researchers indicated that to be effective nonprofit CEO, the leader must focus on five key areas: (a) organizational vision, (b) nonprofit board, (c) external relationships, (d) key roles, and (e) priorities (Worth, 2014).

Organizational mission. Nonprofit CEOs must focus in achieving a shared vision with other members of the organization. The vision is an image of an organization's future. Ensuring the existence, comprehension, and sharing of organizational vision is one of the responsibilities of the leader (Northouse, 2016).

The altruism of some people is inspired by religious belief systems, childhood, family traditions, conscious, peers, and influential associations (Drucker, 2008). Hence, a leader's passion for the future of nonprofit organization can influence followers to increase their enthusiasm, optimism and desire to realize an elevated future.

External relationships. Nonprofit CEOs must invest significant time nurturing external relationships to recruit and retain volunteers. Volunteers serve as valuable ambassadors and charitable contributors of time and financial resources to nonprofit organizations (Fyall, 2016). Nonprofit CEOs should be knowledgeable about the diverse motivators of volunteers as they perform most of the sector's work. Majority of volunteers seek ways to express their kindness through services to the community with personal fulfillment while maintaining their personal and professional commitments.

To motivate volunteers, nonprofit CEOs must depend on their ability to inspire, motivate and persuade them to perform tasks. That is a distinct difference from for-profit work environments where monetary incentives, promotions or authority are considered motivators (Maier, Meyer, & Steinbereithner, 2014). The inundation of volunteers as human resource and the rate of group formation within nonprofit organizations also increased (Manikas, Kroes, & Gattiker, 2016). Consequently, there is a growing need for leaders who can inspire and motivate team members and effectively align their talents to reach organizational goals (Alavis & Galli, 2016).

Priorities. Nonprofit leaders should prioritize the interest of the organization or the beneficiary than leaning toward the interest of the donors or sponsors. Nonprofit leaders should be cautious and prevent their organizations from being mired in a process that often results in various degrees of chaos. Leaders can influence culture change by appealing to the underlying passion that employees/followers have for the organization's mission, vision, and values. However, what's needed is an opportunity for employees/followers to learn how executing their duties will enable the organization to achieve its goals. Therefore, leaders should establish open and effective communication with an appeal from top executive to all employees/followers.

Leadership and Organizational Success

The study of leadership spans more than 100 years and has recently begun gaining attention worldwide by researchers (Kiersch, & Peters, 2017). Leadership style plays a role in inspiring followers' perceptions of an organization. The style approach can be used as a way of determining how leaders approach and manage their followers and subordinates (Kiersch, & Peters, 2017). Effective leaders create a work environment where followers trust their leaders in decision making (Saks & Gruman, 2014). For a healthy organization, leaders can use their leadership style and power as ways to improve stability and create productively functioning followers (Schmitt, Den Hartog, & Belschak, 2016).

Leadership skills are essential to all managers and the ability to lead and motivate a diverse workforce in the organization's environment (Fisher & Robins, 2014). A critical aspect of effective leadership is to facilitate integration, lead in a manner consistent with the follower's cultural expectations while simultaneously helping members develop a set of norms with tolerance for differences in social-interaction preferences. Effective leaders must inspire others, go against outdated or ineffective practices, build trust amongst the team, delegate, be a mentor, and demonstrate sensitivity and empathy to those they lead (Fisher & Robins, 2014).

Leadership is portrayed in different models as dyadic, shared, relational, strategic, global, and complex social dynamic (Gail, 2016). Leadership is a relationship that involves influence among leaders and followers, both having the intent of real change that mirrors their common purpose (Peccei, 2015). Leaders induce their followers to act for goals that represent the values and incentives, the desires and needs, the aspirations, and expectations of both the leaders and the followers. The interaction between a leader and his or her followers could take two fundamentally different forms; transformational and transactional.

To maintain and improve morale within organizations, leaders can place importance on communication and stress prevention programs that provide solutions to ethical dilemmas (Chan, 2014). Leadership is paramount in exhibiting organizational values that generate ethical orientation (Dinc & Aydemir, 2014). Research has discovered that leaders can create healthy organizational cultures by discovering and supporting organizational members (Groves, 2015).

Unlike management, leadership is centered on the ability to cope with change (Ellis & Abbott, 2015). Leaders are visionary individuals who influence and motivate others to ensure making proper decisions (Northouse, 2016). Moreover, leaders have the responsibility of making sure that the organization can attain its goals (Muthia & Krishnan, 2015). Leaders may develop from within organizations, and with careful selection, encouragement, and nurturing, employees with leadership potential can be developed into future leaders (Imran et al., 2016). Every leader has their own function and characteristics. Hence, all styles of leaders can effectively create a healthy organizational culture (Houmanfar et al., 2015).

Implementing proper leadership is paramount to organizational success, considering leaders have a considerable impact on members' attitudes toward their job and performance (Perko et al., 2015). In comparing leadership styles, transactional and transformational leaders can be effective in creating a healthy organizational environment. Transformational leaders are based on social exchange, while transactional leaders focused on economic exchange (Ellis & Abbott, 2015).

The process of transformational leadership changes and transforms people (Galli, 2016). Transformational leadership is concerned with emotions, values, ethics, standards, and long-term goals (Galli, 2016). It includes assessing followers' motives, satisfying their needs, and treating them as full human beings. Transformational leadership includes an exceptional form of influence that inspires followers to accomplish more than expectations (Bush, 2017). The process of transformation often incorporates charismatic and visionary leadership. Transformational leadership could be used to describe a wide range of leadership, from explicit attempts to influence followers on a one-to-one level, to broad attempts to influence whole organizations and even entire cultures (Kao et al., 2015). In spite of the fact that transformational leaders play a crucial role in expiditing change, followers and leaders are inseparably bound together in the transformation process.

Summary and Transition

Researchers focused on youth programs in the field of youth development; recognizing effective and efficient strategies regarding society has been a challenge. The literature review reveals challenges encountered versus the strategies to improve youth programs. There is variation in the principal body of literature on nonprofit youth program strategies. Research studies on nonprofit youth program strategies contained minimal evidence upon which organizational leaders may base processes for improving youth programs. The analysis of my literature review findings revealed the need for managers of nonprofit organizations to identify and implement strategies to improve youth programs.

A review of the professional and academic literature included articles relevant to the topic of strategies nonprofit organization managers use to improve youth programs, with analysis of collective ideals and theorists that present and future managers of nonprofit organizations may use to develop and implement strategies to improve youth programs. Section 2 includes a comprehensive analysis of the research methodology and design, population and sampling, data collection instruments, and techniques used in the research study. Section 2 also includes discussion of data collection and organization techniques, data analysis techniques, reliability, and validity. Section 3 includes a comprehensive account of the DBA Consulting Capstone, using the Baldrige Performance Excellence Framework (2017) and its Criteria for Performance Excellence to conduct a detailed research for and about my client organization. The overarching goal of the Consulting Capstone is to assist leaders of my client organization with improving crucial work processes, overcoming strategic challenges, and increasing overall performance. I will conduct the research in Section 3 by using an integrated, systems-based approach to explore the following key management and leadership areas: leadership; strategy; customers; measurement, analysis, and knowledge management; workforce; operations; and results.

Section 2: The Project

The existing body of literature on strategies used by nonprofit managers to improve youth programs is varied. Researchers who explored strategies used to improve youth programs offered organizational leaders limited evidence upon which to base processes for efficiency and effectiveness. My analysis of the literature review findings revealed the need for senior organization leaders and managers of nonprofits to identify and implement strategies to improve youth programs. This review included articles related to the topic of leadership strategies as drivers of youth programs, including explanations of collective ideas and theories that current and future leaders of nonprofit organizations may use to develop and implement strategies to improve youth programs. Section 2 will include a comprehensive depiction of the research methodology and design, population and sampling, data collection instruments, and techniques used in the research study. This section will also include a comprehensive discussion on data collection and organization techniques, data analysis techniques, reliability, and validity.

Purpose Statement

The purpose of this qualitative, single-case study was to explore strategies nonprofit managers of a single organization used to improve work processes and achieve performance outcomes for multiple youth programs. The target population comprised three leaders of a nonprofit organization in the southwestern United States that has been successfully managing multiple youth programs for 28 years. The focus of my case study was a nonprofit organization whose leaders equip youth from homeless families to prepare for the job market and contribute to the labor force. Society can benefit from the study because when leaders of nonprofit organizations succeed in equipping youth from homeless families with required job skills, the cycle of homelessness may decrease.

Role of the Researcher

The role of a researcher is to use the research instrument, collect and analyze the data, and present the results and recommendations in an organized, ethical, and objective format (Marshall & Rossman, 2011). According to Bansal and Corley (2012), the significance of qualitative research is its solid grounding in a phenomenon that requires investigators to describe what they will bring to the body of knowledge. Xu and Storr (2012) stated that the researcher is the primary data-collection tool in a qualitative study. Qualitative researchers often must build a case for their research question and more strongly drive their work than quantitative researchers through adaptation, flexibility, deep understanding, and ability to bring personal experience to the study (Bansal & Corley, 2012). Xu and Storr stated that learning the importance of qualitative researchers being research instruments is something the researcher needs to keep in mind. For this single-case study, the researcher's role was to (a) collect information on strategies that nonprofit organizational leaders use for effective youth programs, (b) try to understand those strategies, (c) categorize the themes from the reflected strategies, and (d) record the strategies in writing (Sanjari, Bahramnezhad, Fomani, Shoghi, & Cheraghi, 2014). I served as the primary data collection instrument for this study. As an analyst, my role was to code, interpret, and present the data.

Researcher bias can change the direction or result of a case study (Yin, 2018). A research study is biased by the researchers' subjectivity, and researchers will be at risk of creating a flawed or biased study if they drive their research by their personal desires (Maxwell, 2013). Bracketing is a qualitative device of inquiry that requires researchers to deliberately put aside their belief about the phenomenon under investigation or what the researchers know about the subject prior to and throughout the investigation (Chang et al., 2013). Qualitative researchers should be aware of how their values and expectations might affect the conduct and conclusions of the research (Probst, 2016).

I will remain unbiased, impartial, and nonjudgmental throughout the research process, and, as the sole researcher, I will focus on the business issue under exploration (strategies for effective youth programs). Researchers should follow a basic code of conduct while undertaking a case study (Yin, 2018). I have no relationship with the participants, and any general knowledge of the nonprofit industry came from my volunteering work with a nonprofit organization in Maryland, the literature review, and my experience with charitable organizations as a high school student.

Participants

Using a single-case study, I will explore the experience of the participants with homogeneous purposive sampling. Because data collection is critical in determining the quality of a study (Suri, 2011), consistent purposive sampling technique is used to capture data from leaders of the organization for exploring strategies nonprofit organization managers use to improve youth programs. Purposive sampling requires researchers to deliberately select participants with an explicit purpose for addressing the research (Draper & Swift, 2011).

The sample of participants will consist of three leaders of a nonprofit organization in a Southwestern U.S. state. Because the use of homogeneous sampling minimizes variation (Palinkas, 2013), I will reduce variation by selecting participants from a target division of the research organization with responsibilities in quality, compliance, operations, and corporate governance. Selecting participants with the use of homogeneous purposive sampling from one organization will allow the researcher to utilize a small sample population to participate in a detailed exploration of the phenomena under study (Baskarada, 2014).

Researchers control selection prejudice using purposive sampling by extinguishing random selection of substitute participants (Daniel, 2012). In this study, one chief executive officer, one managerial leader, and one program supervisor will participate in semistructured telephone interviews. The chief executive officer of the organization identified and allowed access to participants by providing phone numbers and e-mail addresses. Purposive selection of the participants allows researchers to invite individuals who have experience with the phenomenon under study (Erlingsson & Brysiewicz, 2013). Participants in this research have a minimum of 3 years' experience at the study organization. As required by the terms of my IRB approval, access to participants is via virtual modes of communication such as individual telephone conversation and teleconference. My strategy for building a working relationship with leaders of my client organization include coaching and guiding leaders in implementing the systems-based framework and Baldrige criteria for performance excellence.

Research Method and Design

Research Method

In a study, researchers should consider the research question's suitability to produce an expected outcome and choose the suitable methodology to answer the research question (Grossoehme, 2014). A qualitative method is suitable to investigate experiences of research participants. Unlike a quantitative or mixed method, a qualitative research method explores the lived experiences of leaders of a community-based nonprofit organization using semistructured interviews to comprehend/understand the phenomenon of what operational strategies leaders of nonprofit organization use to improve youth programs.

The qualitative method enables researchers to understand how organizational leaders choose effective operational strategies for youth programs, and who in the organization influences strategy implementation (Yin, 2018). Whereas, researchers use quantitative method to measure, evaluate, and generalize the findings to a population and encourage replication of the findings (Park & Park, 2016). Using a qualitative research method enable me to adopt triangulation in data gathering to conduct an in-depth exploration of strategies used by nonprofit leaders to improve youth programs.

The quantitative research method is not suitable to explore participants' experiences. Researchers use the quantitative method to quantify connections and variances among variables (Anderson, Sweeney, Williams, Camm, & Cochran, 2015). The mixed method research is used to explore practices for combining qualitative and quantitative methods to exploit the strengths of both types of research and offsetting the weaknesses of each method (Yin, 2018). The purpose of this qualitative single-case study is to explore strategies used by nonprofit leaders to improve youth programs. The objective of this single-case study is not to test a theory, but to discover strategies that leaders of nonprofit organizations use to improve operational effectiveness to achieve performance outcomes for youth programs. A qualitative method is suitable for this research study.

Research Design

A single-case study was suitable for my research study because the purpose is to explore strategies that leaders of nonprofit organizations use to improve youth programs. Researchers use the phenomenological design when exploring individual experiences (Gelling, 2015). The phenomenological design is not suitable for this research study because the interest is exploring strategies that a nonprofit organization use to improve performance outcomes for youth programs. Researchers use an ethnographic design when exploring cultural patterns and perspectives of participants in their natural settings (Marion, Eddleston, Friar, & Deeds, 2015). The focus of my research is on strategies used by leaders of nonprofit organizations to improve youth programs. Therefore, an ethnographic design is not suitable for this study.

To focus on the lives of individuals' experiences, researchers use the narrative design (Lewis, 2015). Because this study explores the strategies used by leaders of an organization and not on the experiences of individuals, a narrative design is not suitable for this research study. I will use a case study design for my study to explore the phenomenon within its real-life context. A case study design is suitable for this study because the focus is on experiences of the participants regarding developing and implementing strategies to improve operational effectiveness to achieve performance outcome for youth programs.

In a qualitative study, researchers should achieve data saturation when no new information or themes emerge (Fusch & Nees, 2015). Researchers will fail to meet validity of a study when data saturation is not achieved (Fusch & Nees, 2015). To achieve data saturation in this study, I will collect data until no new information emerges from participants.

Population and Sampling

Researchers use a case study as an empirical inquiry to investigate a contemporary phenomenon (the *case*) in depth and within its real-world context, precisely when the boundaries between phenomenon and context may not be evident (Yin, 2018). This study will incorporate a purposeful sample consisting of three participants who are leaders of a nonprofit organization in operation for more than 28 years in a southwestern U.S. state. Purposeful sampling is used in qualitative research to help researchers obtain the most information from limited resources (Palinkas et al., 2015).

The participants for this study had to meet the criteria of being senior leaders of a nonprofit organization in a Southwestern U.S. state. At least one of the senior leaders had to be the chief executive officer (CEO) of the organization. Following the protocol of the DBA Consulting Capstone, Walden University assigned a vetted client organization to me because I am a researcher selected for the consulting capstone program. The CEO of the client organization received an invitation to participate from Walden University.

There were a series of follow-up calls by Walden University and myself to explain the research in detail and to request participation. The CEO of the client organization signed the DBA Research Agreement (Appendix A), which serves as the master service agreement between Walden University and the client organization for the consulting relationship. The CEO of the client organization also signed an informed consent form that serves as authorization to interview organizational leaders. The CEO of the client organization sent the signed informed consent form to me via e-mail. Interviewees were asked to express their consent to participate in the interview process by replying to an email requesting their participation.

I will conduct each interview via telephone in compliance with requirements of the IRB approval for this study. With the semi-structured interview, I will ask participants questions that are designed to elicit the participants' ideas and opinions on the topic of interest. I will follow up with probing questions to get in-depth information on the topic, strive to avoid imposing meanings, and strive to create a relaxed and comfortable conversation.

To achieve data saturation, I will ensure that all data had equal consideration in the analytic coding process. Through data saturation in case study research, researchers can obtain a comprehensive understanding of a phenomenon by continuing to gather data and information until no new substantive information is acquired (Palinkas et al., 2015). Saturation is achieved when data and information derived from document reviews reveal no new information. I will cross-reference participant interview transcriptions to conduct data comparisons. I will analyze the data to identify word repetition, key words, phrases, or ideas.

I will manually code data representing similar themes in an excel spreadsheet. Participant interviews will continue until the amount of variation in the data flattens, and new perspectives and accounts no longer come from the data. I will align the interview questions with evidence from the data to ensure that all research areas are covered.

I used the Baldrige Performance Excellence Framework and Criteria to ensure a holistic, systems-based perspective of the organization, its vital work processes, and its organizational performance outcomes. My interview questions will embed into the appropriate and relevant process and result items in the Baldrige criteria to align data and information collected with the Baldrige Excellence Framework. As suggested by Lewin et al. (2015), rich data are more meaningful than the quantity of data. To collect data, I will conduct an organizational assessment to obtain valid information about the organization's performance and the factors that impact performance.

Ethical Research

I am a scholar-consultant in the DBA consulting capstone, and I received approval from Walden University's Institutional Review Board (IRB) before contacting participants in my study for data collection. My IRB approval number was; 09-16-16-0644868. The goal of the IRB process is to enforce research ethics and avoid exploitation of study participants with regards to three ethical principles (a) respect for persons, (b) beneficence, and (c) justice (Wolf et al., 2012).

To comply with Walden University's ethical standards, the chief executive officer (CEO) of my client organization signed an informed consent form that covers all participating leaders. Informed consent is an accepted legal, ethical, and regulatory requirement and a central aspect of research involving human beings and serves as the cornerstone of conducting ethical research (Grady, 2015). The ethical requirement for obtaining informed consent in research is legally mandatory (Griffiths, 2014). The informed consent form contains my name, phone number, and e-mail address. The consent form also contains the study description with background information and purpose of the research, the rationale for selecting the participants, and the purpose of the consent form. The consent form also contains Walden University's IRB approval number and expiration date, and a section for the written signatures of the participant and researcher to acknowledge their agreement to the stated terms. A signed consent form is sent to participants for their records.

Participants in this study will get treated with respect and courtesy to build trust and ensure a researcher-participant working relationship. To further enhance trust, participants will review answers to their interview sessions to confirm the correct interpretation of their responses through member checking (Harvey, 2014). In a qualitative study, researchers use member checking as quality control that allows participants to review their responses for accuracy, credibility, and validity (Harvey, 2014). Member checking may involve sharing all findings with participants and allow them to analyze and comment on the findings before the study's conclusion (Harvey, 2014). The study participants will review responses to their interview for accuracy and ensure the responses reflect participants' intended meaning.

To obtain unbiased consent, researchers must convey to participants their rights as human subjects, the scientific question under investigation, the study methodology, and the potential dangers and benefits (Emam, Jonker, Moher, & Arbuckle, 2013). There is no compensation or incentives offered to participants of this study. Participants get informed of their right to willingly participate in the study and withdraw from the interviews or rescind their responses at any time with or without a reason/cause. I will manually code participants and data collected from interviews. I will code data as Participant A, Participant B, Participant C, and record in an Excel spreadsheet. In ensuring confidentiality of participants, the study will not include participants' names or business affiliations.

A framework to explore influential mediating factors of vulnerability include; judgement of service provider motive; trust, suspicion, and consumer need to evaluate; and the moderating role of power, focus of control, and length of interaction in understanding consumer compliance in terms of informed consent (Emam et al., 2013). There is a requirement for training service personnel when requesting informed consent from study participants (Griffiths, 2014). Informed consent protects data and privacy rights. The role of a researcher is to collect accurate, relevant information, and ascertain whether legal interference is necessary. I will protect the identity of participants in this study by redacting all identifying information from collected data and interview transcripts. I will save and store all organizational documents, electronic files, and the encrypted Excel spreadsheet in an electronic filing system for 5 years before destruction. My study results may assist organizations to realize the relevance of informed consent when conducting research in both governmental and nongovernmental agencies.

Data Collection Instruments

In a qualitative case study, data results from direct interaction with the study participants (Alby & Fatigante, 2014). I began this research study upon approval from Walden University's IRB. In a qualitative study, the researcher serves as the data collection instrument (Fusch & Ness, 2015). As the researcher of this study, I will be the principal instrument in the data collection process. There is an increased necessity to control bias when a researcher serves as the research tool. In a qualitative study, researchers use a variety of data collection techniques, such as interviews, questionnaires, observations, and focus groups (Yin, 2018). I will collect data through semistructured informal interviews (telephone interviews), publicly available information, and the review of organizational documents (articles of incorporation, operational manual) provided by senior leaders of my assigned nonprofit organization.

During the data collection process, I will collect additional information relevant to the study from sources such as GuideStar website (a database specialized in reporting on U.S. nonprofit organizations). In addition to collecting data from interviews, I will also analyze data from annual reports, financial statements, and client/customer surveys transmitted to me as electronic documents and saved securely by encrypting each document in an electronic filing system. I will use interview questions that align with my overarching research question and embed those interview questions in my use of the

Baldrige framework and criteria to ensure that I explore my research question within the context of a holistic systems-based evaluation of the organization.

Qualitative study protocol includes the procedural guide for collecting data, including a set of field questions addressed by the researcher and representing the researcher's mental agenda (Yin, 2018). As part of the preparation, I will develop a case study protocol that includes (a) background information, (b) substantive issues investigated, (c) data collection procedures, and (d) interview questions (Appendix B). To ensure reliability and validity, researchers should manage their research activities and findings by documenting conducted interviews (Mealer & Jones, 2014). Interviews will be conducted by telephone and documented in my researcher's journal. During the interview, I will restate and summarize information and then question the participant to determine accuracy. The participants either agree or disagree that the summaries reflect their views, feelings, and experiences, to affirm accuracy and completeness. I will share all of the findings with the participants and allow them to critically analyze and comment on the findings.

Harvey (2014) recommended that researchers conduct members checking to verify the accuracy of data collected from research participants. Member checking follows the data collection process by reporting preliminary findings to participants, asking for feedback, and incorporating any critique into the findings (Harper & Cole, 2012). Researchers use member checking to increase the reliability and validity of the data by providing a second or third verification of the data analysis (Harper & Cole, 2012). I will use member checking to allow participants to review content to ensure the validity and reliability of data collected. The member-checking follow-up interviews can help me reach data saturation through obtaining indepth information and enhancing the academic rigor of my study.

Providing participants the opportunity to check for any misinterpretations of their responses will ensure that I capture their intended responses. Methodological triangulation increases the assurance of the validity of a study (Hussein, 2015). I will use methodological triangulation to validate collected data; and will analyze data collected from interviews, organizational documents, and GuideStar for alignment and integration of data and information.

Data Collection Technique

I will use semistructured interviews and organizational documentation reviews as the data-collection technique for this study. Organizational documents for review included (a) organizational bylaws and mission statement, (b) data from internal surveys, (c) financial statements, (d) strategic plan, (e) grant applications, (f) customer satisfaction surveys, and (g) performance outcomes data from GuideStar, a nonprofit organization database. Reviewing organizational documents will enable me to obtain background information and data that support the reliability and validity of the study.

One of the commonly found and most important sources of case study evidence is the interview (Yin, 2018). I will follow my line of inquiry as reflected by my case study protocol and ask conversational questions in an unbiased manner that serve the needs of my line of inquiry. I will implement short case study interviews with open-ended questions in a conversational manner. I used semistructured interviews to corroborate findings, as well as capture interviewees' sense of reality.

The semistructured interview process is appropriate for this study because participants can provide detailed responses. In a semistructured interview process, participants and researchers engage in real-time dialogue (Pietkiewicz & Smith, 2014). Conducting semistructured interviews provides researchers the flexibility to address and pursue unexpected issues that may arise and enable researchers to further explore with questions (Pietkiewicz & Smith, 2014). However, quickly inscribed notes may be incomplete and partial because of the difficulty of asking questions and writing answers at the same time.

The unexpected behavior of participants during the interview process may pose a challenge for the interviewer. The advantages of interviews include high return rate, fewer incomplete answers, potential for reality, controlled answering order, and relative flexibility (Yin, 2018). However, interviews have disadvantages such as being time consuming and the potential for subconscious bias and inconsistencies (Yin, 2018). The 64advantages of analyzing documents include that documents are a relatively inexpensive and useful source of background information; the use of documents is often specific, stable, and unobtrusive because the documents were not created as a result of the case study (Yin, 2018). Using documents has disadvantages, including the possibility that information may be inapplicable, disorganized, unavailable, out of date, incomplete, inaccurate, or biased due to representing selective information (Yin, 2018).

Data Organization Techniques

For data organization, I have an electronic spreadsheet that I will use to track data collection including participant identifiers, consent forms, e-mail and personal communication records, transcription review completion, and date and time of interviews. For retrieval of data collected, I will use an electronic filing system to arrange interview notes and transcriptions using a participant identifier that is only accessible by me. Participant identifiers will follow a participant code (Participant 1, Participant 2, and Participant 3); and coded in order of each interview (Glaser & Laudel, 2013). At the completion of data coding and grouped into themes, researchers should ensure that participants receive the information for verification (Hazel, 2015).

I used a password to protect folders on my laptop computer with backup electronic storage in my home office. I will securely store printed documents in a locked file cabinet in my home office that only I can access. I will transcribe and record interviews in my research journal, and code and label participants' responses in an electronic spreadsheet for privacy. I will conduct member checking to ensure the accuracy and completeness of each interview summary. Participants will obtain a letter of appreciation from me, to thank them for their participation in the study. In following ethical research procedures and Walden University protocol, I will securely store all data for 5 years after the completion of the study (Walden University, 2017). At the end of this 5-year period, I will destroy all electronic data by deleting all supportive documents from my laptop and backup drive, and I will shred all printed information related to the study.

To maintain confidentiality in the study, I will only include identifier code assigned to each participant.

Data Analysis

The purpose of this qualitative single-case study was to explore strategies used by nonprofit managers to improve youth programs. In a qualitative study, researchers use case study design to identify problems and find issues that guide further data collection and analysis (Elo et al., 2014). The purpose of the case study is to present research results from the research data (Gelling, 2015). To ensure data credibility, researchers must conduct an indepth review of each interview before proceeding with detailed data analysis (Cope, 2014). Data analysis involves a researcher working with the research data to discover meaningful themes, patterns, and descriptions that answer the central research question (Yin, 2018). From the interviews with participants in the study, I will analyze responses of their experiences to explore strategies that improve youth programs.

A comprehensive review of strategies to improve the effectiveness and efficiency of youth programs will allow for the assessment of data from the interviews, checking for accuracy and analysis that will lead to the creation of additional knowledge. Methodical triangulation is the use of multiple data sources to ensure the collection of comprehensive data to answer the research question (Hussein, 2015). Methodical triangulation in case study research enhances data analysis through accurate comparison of data collection (Hussein, 2015). I will analyze data by including participants in the interpretation process; and will identify themes and relationships by conducting an indepth analysis of data collected. I will ask follow-up questions for clarity and describe the data in a formal report to participants.

The 5-step approach to data analysis enables researchers to analyze textual data (Yin, 2018). Yin stated the following 5-step approach to data analysis: (a) compiling the data; (b) disassembling the data; (c) reassembling the data; (d) interpreting the meaning of the data; and (e) concluding the data. In Step (a), I will compile the data to develop themes. In Step (b), I will disassemble the data to reduce and eliminate invariant themes of the phenomenon. In Step (c), I will reassemble the data and cluster core themes about the research question. In Step (d), I will check patterns against the interview transcripts, reflexive journal, and documents to interpret the meaning of the data. Finally, in Step (e), I will summarize the data into an individual structural description of experiences.

Managing and summarizing data is a vital aspect of the qualitative data analysis process (Gale et al., 2013). I will use a spreadsheet to generate a matrix and chart the data into the matrix. I will summarize the data by category from each transcript, while retaining the original meanings of the interviewees' words or responses.

Data collection in qualitative research comprises ongoing data analysis concurrently (Morse & Coulehan, 2015). In a qualitative study, researchers' analysis of data fosters a process of making sense of data and requires the creation of patterns and themes from complex data (Bengtsson, 2016). The use of qualitative data analysis allows researchers to uncover and gain insight on themes, patterns, concepts, insights, and understanding of the phenomenon (Yin, 2018). Specifically, I will focus on compiling strategies used by nonprofit managers to improve youth programs.

Reliability and Validity

When evaluating the reliability of research findings, researchers should consider the accuracy of the study in relation to the implementation and suitability of the methods used and the integrity of the final conclusions (Noble & Smith, 2015). The trustworthiness of a qualitative study is strengthened by its credibility, dependability, confirmability, and transferability (Cope, 2014). For credibility, a qualitative research must be dependable. Similarly, a qualitative study must be credible to be transferable. Researchers consider selection criteria for study participants to address research validity (Hazel, 2015). I will select participants who can best respond to the research questions and enhance understanding of the phenomenon under study. My researcher journal will enable me to evaluate collected data and contribute to the reliability and validity of the study. I will conduct member-checking to give participants the ability to validate the integrity of data collected. I will use member checking to test data, analyze categories, interpretations, and conclusion with study participants from whom data were obtained. I will also use different respondents from the single-case study organization of this research.

Reliability

Reliability is the extent to which results are consistent over time in relation to an accurate representation of the study population (Leung, 2015). A research instrument is reliable when results of the study can be reproduced with similar methodology (Yin, 2018). Reliability means data collected show objectivity, replicability, and are scholarly. In qualitative studies, researchers' reliable data create dependable results and institute meaningful and interesting findings from readers' perspectives (Kihn & Ihantola, 2015). The reliability risk associated with a qualitative study is the dependence on a specific researcher for data analysis (Kornbluh, 2015). Participants in my study will respond to the same set of questions and making sure that results are the same or similar. I will verify data accuracy by carefully reviewing organizational documents and other original sources. I will compare data and information collected from interviews, organizational documents, and from GuideStar.

Hazel (2015) explained that selection of participants in a qualitative study should be in accordance with their ability to provide data pertinent to the topic to enhance the reliability of the study. In this study, I will incorporate a purposeful sample of three participants who are leaders of a nonprofit organization in operation for more than 28 years in a southwestern U.S. state. Purposeful sampling is used in qualitative research to help researchers obtain the most information from limited resources (Palinkas et al., 2015). I will not diverge from the selected purposeful sampling method, and study participants can provide relevant data. I will collect data about strategies used by nonprofit managers to improve youth programs. Using the selected research method, I will verify the dates and consistency of the data collected.

Validity

In a qualitative study, the researcher should prove and make sure whether the research measures what the researcher intends to measure or how truthful the research findings are by considering confirmability, credibility, dependability, and transferability (Leung, 2015). Credibility involves establishing that the findings of the research are credible or believable from the perspective of the study participants through methodological triangulation (Grossoehme, 2014). Triangulating information involves the comparison of data collected from participants, reviewing organizational documents, and analyzing performance outcomes, resulting in broader applicability of the findings and increased credibility and validity of the results (Jonsen & Jehn, 2009). To ensure the validity of this study, I will use methodological triangulation. I will collect data from participant interviews, organizational documents, and performance outcomes to obtain a holistic view of the phenomenon and conduct a reliable and valid assessment of the findings.

Confirmability. The focus of confirmability is acknowledging the difficulty of prolonged engagement with participants and that the methods undertaken and findings links with the researchers' philosophical position, experiences, and perspectives (Noble & Smith, 2015). Truth, consistency, and applicability should be addressed in qualitative research to affirm confirmability. I will implement confirmability in this research study by including participants' responses to the interview questions. I will ensure the confirmability of data collected through member-checking and methodological triangulation. I will e-mail the findings and interview response to participants and provide them an opportunity to evaluate the findings and make the necessary correction to any inaccurate information. Member-checking validates that information captured is accurate and aligns with the data analysis process. I will compare interview questions and information retrieved from secondary sources to validate any similarities or differences in the information collected from participants.

Credibility. Researchers demonstrate credibility in qualitative research via prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, referential adequacy, and member checks (Timmins, 2013). Credibility reflects the truth of the data or the participant views and the interpretation and representation of data by the researcher (Morse, 2015). Researchers heighten credibility by verifying the research findings with the participants (Cope, 2014). In a qualitative study, researchers can also determine credibility by coordinating their interpretation of data collected (Noble & Smith, 2015).

I will demonstrate the credibility of the research study by continually reviewing my researcher's journal notes. To reduce researcher bias and improve the trustworthiness of data collected, I will conduct member checking and use methodological triangulation. Methodological triangulation is used to strengthen the validity of a qualitative study by using different data collection methods such as interviews, observations, and journaling recordings throughout the research process (Cope, 2014). To further increase the credibility of the data collected, I will give participants the opportunity to review interview transcripts and research findings for accuracy before the conclusion of the research.

Dependability. Credibility and trustworthiness are the perspectives in qualitative research, whereas validity and rigor are the perspectives in quantitative research (Cope, 2014). I will use the Baldrige Criteria for Performance Excellence (2017) as the structure for my data-gathering interviews and explorations of documents. I will use the Baldrige Framework to ensure the dependability and reliability of my study by providing a structural framework for my holistic, systems-based evaluation of my client organization. After data collection from the interviews, I will conduct member-checking to ensure the validity of data interpretation. I will explore strategies to improve youth programs in this qualitative single-case study that could assist leaders of nonprofit organizations for effective performance outcome.

Transferability. Transferability is the degree to which research findings may be applied to other settings or groups and the number of informants or study objects (Bengtsson, 2016). Researchers must examine if any degree of the qualitative findings is transferable to other contexts or settings outside of the research (Timmins, 2013; Houghton, Casey, Shaw, & Murphy, 2013). Readers of this research study may apply the findings to their nonprofit organizations in developing strategies to improve youth programs. Future researchers may use this research study as a benchmark tool to further build upon the themes and strategies discovered. Workforce, vendors, customers, and other stakeholders can use the research findings in this study to assist with the development of strategies to improve youth programs. As the researcher and primary data-collection instrument for this study, I will leave transferability of the findings to the readers and future researchers to determine.

Summary and Transition

Section 2 included the purpose of the study topic, the research methodology and design, the role of the researcher, and data collection methods and techniques. I conducted semistructured telephone interviews with three senior leaders of a nonprofit organization in a southwestern U.S. state to explore strategies nonprofit organization managers use to improve youth programs. I continued to conduct interviews until data saturation occurred. Senior leaders of the client organization gave me full access to organizational documents for review.

I created electronic data files to organize collected information. I used methodological triangulation to collect and analyze organizational documents. I considered and increased my objectivity regarding factors that impacted performance, by gathering performance data from a variety of sources such as organizational documents, IRS financial reports, GuideStar, the Alliance of Arizona Nonprofits, and survey results. In conducting member checking and ensuring the validity of my interpretation, I will share results of analyzed data with senior leaders of the client organization.

I used the 2017-2018 Baldrige Excellence Framework and my interview questions to collect data for this study. The Baldrige criteria (Baldrige Excellence Framework, 2017) helps researchers assess an organization's strengths and opportunities for improvement. Section 3 begins with XYZ Company's Organizational Profile, with detailed analysis of the following categories (a) leadership, (b) strategy, (c) customers, (d) measurement, analysis, and knowledge management, (e) workforce, (f) operations, and (g) results. Section 3 also contains study findings, an executive summary of key themes, project summary, and contributions and recommendations for future study.

Section 3: Organizational Profile

Senior leaders of XYZ (pseudonym) foundation equip families to overcome poverty, conquer homelessness, and achieve self-sufficiency. The leaders of the organization started serving homeless families in 1989 when they acquired four housing units and offered the first adult and children's education classes in 1991. XYZ is a nongovernmental organization established in 1988.

In addition to case management support, families have access to supportive services through the organization's Family, Adult and Children's Empowerment Services (FACES). FACES includes career development services as well as prevention and intervention services for adults and children to address physical and emotional needs. The Supportive Services for Veteran Families (SSVF) assist very low income and homeless veteran families to obtain and maintain housing, increase income, and connect with Veteran Administration (VA) and other public benefits. Through the SSVF program, leaders of the organization provide time-limited eviction prevention or rapid rehousing assistance, case coordination, and supportive services.

Key Factors Worksheet

Organizational Description

XYZ is a 501(c)(3) non-governmental and non-profit making organization. Leaders of XYZ provide programs and services to homeless and low-income families, including targeted services for military veteran families in a Southwestern area of the United States. Leaders of XYZ serve over 3000 individuals annually and strive to minimize the number of homeless through their array of supportive services.

Organizational environment. I discussed XYZ's product offerings, the mission, vision, and values, workforce profile, assets, and regulatory requirements.

Product offerings of XYZ include: (a) Homeless Families Intervention Project, (b) Supportive Services for Veteran Families, (c) Affordable Rental Housing, (d) Youth Programs, (e) Career Services, (f) Client Programs, and (g) Domestic Violence Services. XYZ leaders operate 25 transitional housing units. Families work with a case manager and program staff to reach their personal and professional goals. The maximum length of stay is 24 months, with an average of 10 months. Clients in transitional housing pay a program fee that is 30% of their adjusted gross income. In addition to case management support, families have access to supportive services through the Family, Adult and Children's Empowerment Services (FACES). FACES include career development services as well as prevention and intervention services for adults and children to address physical and emotional needs.

Senior leaders of XYZ provide long-term, affordable rental housing for working poor families and individuals through their affordable housing branch. Organizational leaders provide below-market-rate rental units to families earning 60% or less of the area's median income. Families in the affordable rental program also have access to the supportive services offered through XYZ's Homeless Families Intervention Project. Those services provided by senior leaders help tenants in the affordable rental program move forward to market-rate rental housing or become home owners.

Little Kids Works (ages 0-6) is one of XYZ's youth programs that help children increase their cognitive and behavioral skills in small groups, receiving individualized staff attention, while their parents attend self-sufficiency improvement classes. Little Kids Works incorporates the Learning Basket approach, through which XYZ leaders nurture children's multiple intelligences, emphasize language development and pre-math and pre-reading skills, and help children further develop their self-confidence, self-image, and imagination. The Youth Enrichment and Achievement (YEA, ages 7-18) is also part of XYZ's youth program where leaders focus in closing youth gaps in their K-12 education, increase their protective factors against violence and substance abuse, and explore various career and educational opportunities by participating in after-school classes and activities.

XYZ leaders believe that family homelessness cannot be minimized or prevented without addressing poverty, including unemployment and earned income at below a livable wage. XYZ leaders provide individualized career development services that enable adults increase their ability to obtain higher paying and/or more fulfilling jobs with assistance practicing their interviewing skills, learning standards of professional behavior, completing résumés and job applications, and job searching. XYZ leaders help adults overcome barriers to full-time employment at a livable wage by providing training and onsite support. XYZ leaders serve a critical function in the community by providing housing and services to help homeless families become permanently housed and financially self-sufficient. The organization's services are based on national, standardized best practices, and established goals and strategies that align with the strategies and goals set by Valley of the Sun United Way and the Maricopa Association of Government's Continuum of Care to end homelessness.

XYZ leaders provide supportive services for families that are homeless due to domestic violence. Low educational attainment and job skills, as well as a lack of child care and reliable transportation, often mean individuals can only obtain low wage work. Left unaddressed, these barriers reduce the ability of individuals and families to achieve financial self-sufficiency and empowerment, thereby trapping them in the cycle of poverty and abuse. XYZ leaders provide direct service personnel trained in specialized domestic violence and substance abuse protocols to ensure that every client interaction with the organization is consistent with the trauma and substance abuse recovery process.

Mission, vision, and values establish the foundation of XYZ's culture and level of customer service. In table 3 I discussed XYZ's core competency, mission and vision, and values (guiding principles).

Table 3

XYZ Mission, Vision, and Values

XYZ Core Competency, Mission, Vision, and Values
Core Competency
Create stability for homeless individuals and families.
Mission and Vision
XYZ organization is dedicated to equipping families to overcome poverty, conquer homelessness, and achieve self-sufficiency. XYZ is committed to creating communities free from family homelessness.
Values: Guiding Principles

Integrity is fundamental to XYZ's mission and demonstrated by words and actions that are consistently fair, honest, transparent, and trustworthy.

Compassion is the driving force that fosters kindness, caring, and a willingness to help others reach their potential.

Excellence is integral to all XYZ does and achieve by continuous performance evaluation and quality improvement activities.

Sustainability is the responsible and thoughtful use of resources to ensure that we meet the needs of our client and communities now and in the future.

Respect is evidenced by treating everyone with dignity and responding to the diversity in our communities.

Accountability is the expectation that both providers and recipients of services perform as responsible stewards of trusted resource.

XYZ's core competency (CC), to create stability for homeless individuals and families, has a direct correlation to the mission, vision, and values (MVV), and is the fundamental strength that gives the organization the capability to meet its goals and objectives (Figures 5, 6, and 7). With a precise mission, XYZ's leadership is dedicated to equipping families to overcome poverty, conquer homelessness, and achieve self-sufficiency. Senior leaders of XYZ are committed to create communities free from family homelessness (Table 3).

Workforce profile. The XYZ workforce includes 7 executives, 10 team members, and volunteers (Table 4).

Table 4

XYZ Organizational Structure

Executive Leadership: 7 Staff Members	
Title	Educational / Experiences
Chief Executive Officer	100% met
Chief Operating Officer	100% met
Chief Development Officer	100% met
Chief Programs Officer	100% met
Chief Financial Officer (Consultant)	100% met
Finance Controller	100% met
Director of Property Development	100% met
10 Team/Staff Members	
Title	Educational / Experiences
Client Resources Manager	100% met
Executive Assistant	100% met
ARM Leasing Manager	100% met
Grants Manager	100% met
Senior Resident Services Coordinator	100% met
Development Manager	100% met
Corporate and Community Relations Manager	100% met
Senior Accountant	100% met
areer Services Manager	100% met
SSVF Case Coordinator	100% met
Volunteers	
Various Positions	As required

XYZ's workforce structure consists of seven executive leadership staff members, 10 team/staff members, 50 employees, and volunteers (Table 4). XYZ's workforce assists with achieving the MVV by involving the entire staff and members of the board. College degree applicants are preferred by XYZ leadership, though applicants with high school diploma and equivalent work experience are also considered. Senior leaders of XYZ require all staff members to take and pass a criminal background check, maintain a department of public safety fingerprint clearance card, and annual performance evaluations conducted to ensure employees uphold XYZ's mission, vision, and values (Table 3).

Assets. XYZ leaders operate over 296 units of housing, providing transitional housing, rapid re-housing, and permanent supportive housing for homeless families and affordable housing to keep working-poor families stable through market adjusted rents. XYZ organizational leaders also own and operate a donation center.

Regulatory requirements. XYZ complies with state and federal requirement and is a tax-exempt nonprofit organization under section 501(c)(3) of the Internal Revenue Service (IRS), licensed in a southwestern state. XYZ leaders adhere to the rules and regulations required by the IRS. As a 501(c)(3) nonprofit organization, XYZ is required to file an IRS Form 990 annually for financial reporting. XYZ leaders, staff, employees, and volunteers abide by written policies, including bylaws and guiding principles. To ensure compliance with federal, local, and state laws, leaders of XYZ audits financial records, participants records, and employee records. An independent Certified Public Accountant conducts XYZ's financial and operational audits annually (Table 15).

Organizational relationships.

Organizational structure. XYZ is a 501(c)(3) nonprofit organization with a structure and governance system that executive leadership use to integrate strategic alignment with distributed operational responsibilities. The Board of Directors (BOD) determine XYZ's strategic direction governs matters of overall policy, assumes fiduciary accountability for the organization, and takes responsibility for activities undertaken in the agency's name. Currently, the board includes 20 directors elected by the membership. The CEO is responsible for XYZ's daily operations within the terms of the bylaws. XYZ organizational leaders provide direct services to clients with all organizational resources and funding received from grants, contributions, donations, and program service fees revenue.

Customers and stakeholders. Over 60% of XYZ's clients are children in grades K-12, youths, adults, parents, teachers, staff, volunteers, and the community. See Table 5 for key client/customer and stakeholder requirements.

Table 5

Key Clients/Customers and Stakeholders' Requirements

Key Clients/customers	**Key Requirements**	**Alignment**
Little kids (ages 0-6)	Develop their self-confidence, self-image, and imagination	As a part of XYZ's strategic process, key customer

		requirements are reviewed periodically. Survey results are analyzed annually and are included in the annual safety and strategic planning.
Youths (ages 7-18)	Close gaps in their K-12 education, increase their protective factors against violence and substance abuse, and explore various career and educational opportunities.	
Parents	Become permanently housed and financially self-sufficient.	
Key Stakeholders	**Key Requirements**	**Alignment**
Board of Directors	Fiduciary accountability Strategic planning	As part of XYZ's strategic process, key stakeholder

	Adherence to mission and guiding principles Governance of overall policy Compliance with policies and procedures	requirements are analyzed and included in the annual strategic planning
Workforce	Passionate about their cause. Like one another and enjoy working together to forward the cause of ending homelessness through great synergy. To be involved in strategic planning.	

Community	Availability and delivery of relevant programs and services. Best practices that align with established goals and strategies.	
Suppliers, Partners, and Collaborators	Trust & Integrity Transparency Financial Reports	
Schools	Affordable after-school programs, tutoring, and extracurricular activities	

Suppliers and partners. The capability of XYZ organization to develop new and innovative programs, facilities, and resources to serve its clients is made possible by the significant role of its key suppliers, partners, and collaborators. XYZ's key suppliers, partners, and collaborators and their role in the organization's innovativeness and competitiveness are outlined in Table 6.

Table 6

XYZ's Key Suppliers, Partners, and Collaborators

<table>
<tr><th colspan="2">Suppliers, Partners, and Collaborators</th><th>Influence on Organizational Systems</th><th>Influence on Innovation and Competitiveness</th></tr>
<tr><td rowspan="3">Suppliers</td><td>Arizona Office Technologies</td><td>Provide digital automated office and production equipment</td><td rowspan="3">Shares current industry trends and best practices for innovation.</td></tr>
<tr><td>Norwood Furniture</td><td>Donates quality furniture for homes and financial donors</td></tr>
<tr><td>Enterprise Technology Solutions</td><td>Provide technology expertise, proven processes and leading-edge solutions across critical areas of IT.</td></tr>
<tr><td>Partners</td><td>Bank of America
Walmart
Allegra
Arizona Lottery
Cardinals Charities
Belcan
Bellagio Homes
Dignity Health
COX Charities
Wells Fargo
United Healthcare</td><td>Financial Support</td><td>Provides funding for programs and services</td></tr>
</table>

	Summer Youth Program Fund Phoenix Suns Charities Neiman Marcus Nationwide Foundation National Bank of Arizona Gorman & Company Keats Connelly American Family Insurance American Furniture Warehouse Aetna		
Collaborators	Thunderbirds Charities	Assist children and families	Help people in need and improve the quality of life in their communities.

Table 7

XYZ's Communication Methods

	In-Person Meetings	Conference Calls	E-mails	Newsletters
Suppliers	X	X	X	
Partners	X	X	X	X
Collaborators	X	X	X	X

The CEO and executive leadership conduct regular meetings with partners, collaborators, and suppliers to maintain business relationships and effective communication (Table 7). Such business relationships and effective communication by XYZ leadership takes place in the form of in-person meetings, conference calls, e-mails, and newsletters.

Organizational Situation

Competitive environment.

Competitive position. XYZ's local competitors are nonprofit organizations. The relationship with its partners and suppliers gives leaders of XYZ organization the ability to meet clients' needs, develop innovative programs and services, and address social issues that plague the community.

Competitive change. The key determinants to XYZ's success in comparison to other nonprofit organizations include a commitment and dedication to the community: a commitment to nurturing families, transforming lives, and a dedication to ending the cycle of homelessness. The significant change that impact XYZ's competitive position is the cuts the U.S. Department of Housing and Urban Development (HUD) made to many programs, and a decrease in funding. However, XYZ leaders' strategy is to expand its rapid re-housing program and seek community support. As a result of XYZ leaders' strategy implementation, there was an increase of total revenue in FY16 (Figure 13) than FY15(Figure 12). Hence, there was an increase in families with permanent housing after exiting XYZ's program in FY16 (Figures 4 and 5).

Comparative data. XYZ's major source of comparative data is from key competitors. Organizational comparisons were made by collecting data from: Malcolm Baldrige National Quality Award (MBNQA) recipient, the Alliance of Arizona Nonprofits (AAN), Youth Program Quality Assessment (YPQA), and the national average scores. Most competitors lack comparable data collection methods or metrics to determine progress, making it a challenge to conduct benchmarking. Benchmarking is conducted by using data collected from the MBNQA and the AAN.

Strategic context. XYZ leaders' strategic plan is a living document and may be revised as circumstances dictate. XYZ leaders' strategic goals are not mutually exclusive, and because they overlap, effective strategies applied to one goal may often benefit another. Furthermore, because of their interdependence, strategies are built on each other in support of the plan. XYZ's strategic plan is not a comprehensive evaluation of all organizational aspects. Rather, its intent is to focus on current vital issues through collaboration with its partners. Strategic challenges are related to organizational culture and structure, finances, operations, market trends, and customer retention. XYZ's strategic advantages include innovation, facility locations, partnerships, services, and reputation.

Table 8

Strategic Context

Area	**Key Strategic Challenges**
Programs and Services	Equipping management & staff with necessary skills
Operations	Building operating reserve funds
Societal Responsibilities	Using social media and communicating with partners and stakeholders
Workforce	Insufficient funding
Area	**Key Strategic Advantages**
Programs and Services	Annual skills training session
Operations	Planned giving program & growth in operating reserves
Societal Responsibilities	Effective use of social media to raise awareness and address social issues
Workforce	Committed staff and a robust volunteer base who support the MVV

Performance improvement system. Improving performance in manufacturing and servicing is the basic objective of modern operations management approaches

(Guerra-López, 2014). To perform is to fulfill an obligation or requirement; accomplish something as promised or expected (Bernardez, 2009). Performance is the valued productive output of a system in the form of goods or services (Bernardez, 2009). The critical lesson for XYZ leaders wanting to improve system performance is to make informed decisions about the organization and focus the analysis for improving performance at the appropriate system frames.

Leadership Triad: Leadership, Strategy, and Customers

Leadership

Leadership in organizations is important in shaping workers' perceptions, responses to organizational change, and acceptance of innovations such as evidence-based practices. In keeping with the promise of confidentiality, the organization for this single-case study is referred to as XYZ.

Senior leadership. The Board of Directors (BOD), chief executive officer (CEO), and chief operating officer (COO) are XYZ's senior leaders. XYZ's senior leaders (SLs) collaborate with the leadership team (LT) to implement a leadership system as seen in Figure 2 in guiding strategies to improve youth programs. XYZ leaders review and affirm the MVV annually during the strategic planning process (SPP). This is done through multiple meetings by the entire staff, with recommendations brought to board members by senior leaders for review and implementation. Senior leaders use values and qualifications as hiring screens for all positions, presented during onboarding, and reinforced in staff meetings and through quarterly performance reviews.

The SLs deploy the MVV to team members, suppliers, and collaborators through newsletters, e-mails, team meetings, new hire orientation, and other numerous communications mechanisms as outlined in the communication plan (Table 9). The SLs demonstrate commitment to the values by role modeling the expected behaviors in interactions with all stakeholders. SLs are evaluated against their personal demonstration of the values and job qualifications as part of their individual Quarterly Coaching Plans (QCP). The SLs are committed to leading by example. To accomplish this, the SLs set the tone and culture of expectations and guides behavior by; (a) communicating with full transparency in all legal and ethical matters; (b) annually signing the code of conduct and XYZ pledge and deploying them to all team members and suppliers; and (c) ensuring accountability for legal and ethical behavior by all.

Building a successful, enduring organization is the aspirational legacy of the founders and the SLs. Having a vision of communities free from family homelessness inspires team members, suppliers, and collaborators to strive for ever-improving performance. The annual process of setting goals in alignment with levels of exceptional performance and the reinforcement of the QCP process establishes the expectation of achieving the vision. Senior leaders of XYZ participate in national and statewide trainings in implementing best practices for homeless services. XYZ's senior leaders track all agency outcomes monthly, quarterly, and annually to help ensure success and sustainability.

SLs create an open and transparent environment to facilitate communication at all levels of the organization. A variety of two-way methods are used to share information and gather inputs. In addition to engaging workforce and customers through Facebook, Instagram, and Twitter feeds, XYZ's leaders also engage a media consultant. XYZ's SLs are involved in the For Our Cities projects, and in the local Continuum of Care. The organization has numerous community collaborations with former clients (customers) on the Board of Directors who assist as volunteer arbitrators as well as speaking publicly on behalf of the organization.

Through their leadership portal, XYZ's senior leaders provide team members access to online tools useful in their daily jobs, as well as information on organization news, team-member recognition, and human resources benefits and programs. The SLs play active role in reward and recognition programs to reinforce high performance and a customer and business focus. SLs host and participate in many recognition events such as team-member birthdays and work anniversaries, and the achievement of quarterly department/corporate goals. The SLs create a focus on actions through (a) consistently focusing on MVV achievement and (b) setting and fully deploying clear direction and targets (expectations) that drive high performance. Senior leaders use multiple channels to share key decisions that impact team members including social media to share XYZ's events and knowledge bases with customers/clients.

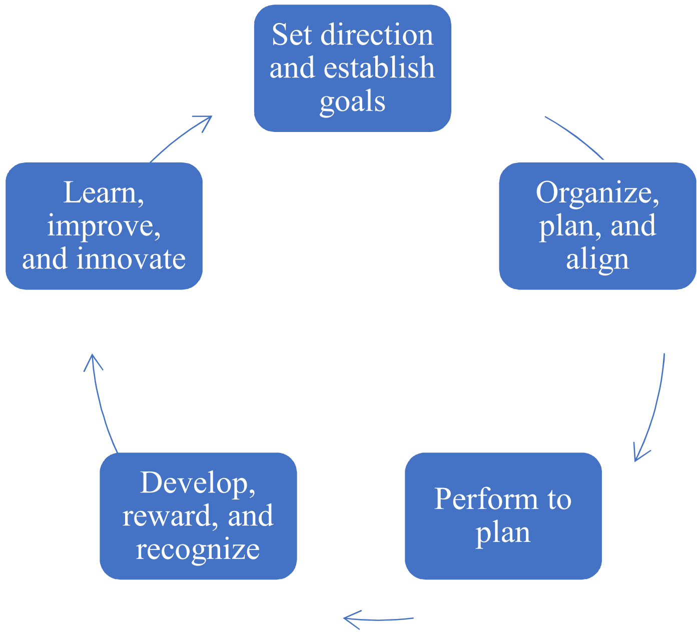

Figure 2. Leadership System

Table 9

Senior Leadership Communication Mechanisms

	Stakeholders							Purpose				
	Youth	Parents	Workforce	BOD	Community	Suppliers & Collaborators	Partner/School	2 Way	Key Decisions	Motivation	Engagement	Strategic Planning
Communicate MVV	A	A	O	Q	O	Q, A	A, N		X	X	X	X
E-mail	N	N	O	W, N	Q	Q, N	N	X		X	X	X
Staff Meetings			W	W					X	X	X	X
One-on-one Discussions	N	N	N	N	N	N	N	X	X	X	X	X

Website	M	M	M	M	M	M	M			X	X	
Social Media	M	M	M	M	M	M	M			X	X	
BOD Meeting Minutes				M	Q	Q	Q		X	X	X	X
Annual Retreat			A	A				X	X	X	X	X
Staff Training			A, O, N	A				X	X	X	X	X
Satisfaction Survey	A	A	A	A	A	A	A			X	X	X
Leadership Meetings				W				X	X	X	X	X
Strategic Planning			O, A	O, A				X	X	X	X	X
Youth, Parent, Community Resource Guide	O	O	O	O	O	O	O			X	X	
Frequency: D=daily, W=weekly, M=monthly, A=annually, O=ongoing, N=as needed												

Governance and societal responsibilities. The CEO is tasked with ensuring that XYZ functions effectively and efficiently. The SLs are accountable to the BOD, responsible for organizational governance. XYZ's diverse BOD members are recruited from the community.

Accountability for SLs' actions is transparent and communicated through the performance review cycle. Reporting of key results by senior leaders is reviewed, analyzed, and managed during the monthly board meetings. XYZ's Board of Directors comprises several work groups such as the Finance Committee, Development Committee, Continuous Quality Improvement Committee, and the Board Governance Committee. Each committee meets monthly and members report to the Board of Directors for decision making. Internal audits are conducted, and results are reviewed by the SLs and BODs. Independent audits are conducted by an external accounting firm and findings reviewed with the SLs and BODs.

XYZ's SLs and staff members are evaluated on an annual basis. The BODs evaluate the CEO's performance annually based on achievement of organizational goals. The CEO evaluates each SLs' performance based on organization, department, and individual goals. SLs use evaluation results, the outcomes of team member surveys, and informal inputs to further develop their leadership effectiveness.

Senior leadership members of XYZ work closely with suppliers, partners, and collaborators to avoid any adverse societal impacts of its products and services. XYZ's senior leaders also work closely with the community to anticipate concerns; and follow the national and local homeless counts and trends to anticipate public concerns as the rate of homelessness rises. XYZ leaders have a good reputation in the community and are invited to many community conversations on best practices to end homelessness. Senior leaders have never experienced public concern for the organization due to the customer base and type of products and services offered.

Ethical behavior is expected at XYZ by the senior leaderships. The SLs model ethical behavior and support a culture that promotes and ensures ethical behavior in all interactions, starting with the value of integrity. In addition to the organization's policies and procedures, XYZ's direct services staff are trained on the American Counselling

Association Code of Ethics. Senior leaders review ethical conduct during weekly team meetings between supervisors and staff members. XYZ staff participate in quarterly meetings with the local police department and works to ensure societal well-being as part of the organization's strategy and daily operations. The organization is a member of the many local Chambers of Commerce in the area, and senior leaders participate in the local Continuum of Care that oversees funding from housing and urban development. XYZ's staff also participate in numerous community groups, including the Housing Alliance and the Coalition to End Homelessness.

Strategy

Strategy development. XYZ's strategic goals are not mutually exclusive. Because they overlap, effective strategies and action plans applied to one goal are often beneficial to another. XYZ's strategic plan is to support decisions about organizational goals and objectives by using evaluation results. XYZ's strategic plan is a living document and may be revised as circumstances dictate.

XYZ's senior leaders use the SPP to achieve its MVV and core competency (CC). XYZ SLs use the SPP to drive innovation and intelligent risk taking. XYZ's current SPP is the product of annual organizational evaluations. The SLs annually review the organization's accomplishments and assess performance compared to goals. The strategic plan (SP) is drafted with inputs from the BODs, SLs, and staff members with data gathered for fact-finding decision making.

In Step 1 of the SPP (Figure 3), XYZ BODs and SLs analyze and evaluate data collected from the previous fiscal year to determine alignment with the MVV and CC. If the SP is not aligned with XYZ's MVV and CC, a revision is done. The reviewed data include past and present goals as well as strategic objectives (SO).

In Step 2, XYZ's BODs and SLs identify short-term and long-term strategic initiatives (SI) to develop goals, strategic plans, and action plans. In Step 3, SLs execute and manage strategy and actions based on short-term and long-term strategic initiatives (SI). The financial budget is reviewed by the organization's BODs and SLs in Step 4 to align resources with the SP and SI. When funding is available to support organizational goals, SLs communicate individual SI to staff members in Step 5, to ensure actions of the BODs, SLs, and staff members align with the organization's goals. In Step 5, SLs and staff members monitor the progress of SI and systematically encourage organizational learning through knowledge sharing system (KSS)

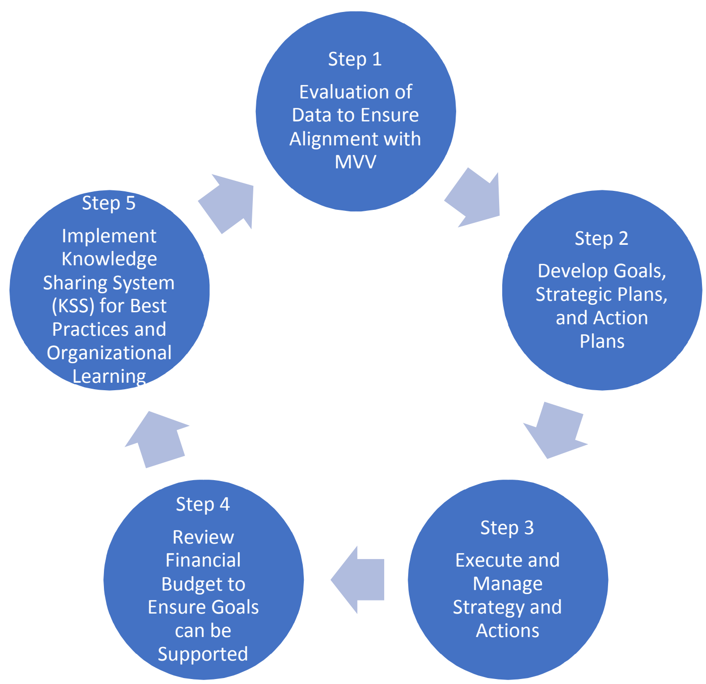

Figure 3. Strategic planning process that demonstrates steps implemented by XYZ leaders to develop organizational goals aligned with the MVV.

Strategy implementation. XYZ's goals, SI, and APs (action plans) are communicated by SLs to all staff members during weekly, monthly, and annual staff meetings.

Collaboration. XYZ's partnerships are essential in strengthening families and individuals and providing young people opportunities to increase their protective factors against high school dropout, low educational attainment and employable skills, violence, and poverty.

- YMCA provide discounted tuition and free bus service to attend camps.
- Free Arts for Abused Children provides art classes that provide instruction and opportunities for the youth to improve their self-esteem and skills through the creative process.
- New Pathways for Youth and the Boys and Girls Club provides life-changing mentoring services.
- Free Arts, Inc. provides weekly art classes in which youths explore their inner worlds, increase their self-esteem, and learn to communicate in non-threatening ways.
- Gabriel's Angels provide pet therapy to help youth build empathy and self-awareness.
- Junior Achievement granted XYZ's SLs permission to use the proprietary Dollars and Sense financial literacy curriculum.

Board: The Board of Directors determine XYZ's strategic direction, governs matters of overall policy, assumes fiduciary accountability for the organization, and takes responsibility for activities undertaken in the organization's name.

AmeriCorps Volunteers: AmeriCorps contribute between 480 – 900 hours within 12-months period of their time supporting the organization's life-changing work through a variety of satisfying team-building opportunities such as tutoring, on-site child care, case management support, etc. Annually, XYZ has over 6000 volunteers who assist with space planning, technical support, holiday sponsorships, mentoring, fundraising, "Job Club" workshops, and painting and cleaning projects.

Planning: XYZ's Board of Directors meet once a month to conduct the business of the organization. Between meetings, BOD committees meet to focus on specific areas of operations. The SLs meet weekly to update progress on action plans on a quarterly basis. XYZ's senior leaders use standardized pre- and post-assessments that allow adults and children to report and see changes in their skills as they participate in the organization's programs. Standardized assessments also enable XYZ's senior leaders to track improvement and trends over time.

Table 10

Goals, Strategic Initiatives, Action Plans

Strategic Initiative 1: XYZ Funding Plan			
	Action Plans	Responsible Party	Performance Measures
Goal 1: Strengthen XYZ's financial resources, fostering stability and sustainability for the long-term	Build operating reserve funds equivalent value of 3 months of operations	SLs	Documented growth in operating reserves
	Improve efficiency & effectiveness of private funding solicitation	SLs, Staff members, BOD	Annual increase in grant revenue & growth in donors & average gift size
	Ensure effective use of social media & communication with partners	SLs	Annual increase in social media hits & online donors
Strategic Initiative 2: Sustainability Plan			
Goal 2: Pursue ongoing excellence in client programs & services through continuous quality improvement & intentional growth	Action Plans	Responsible Party	Performance Measures
	Track program outcomes against program goals on a quarterly basis	SLs, and Staff Members	Quarterly outcomes for each program that meet or exceed stated goal

	Equip management & staff with the skills necessary to effectively fulfill job responsibilities	SLs, and Staff Members	90% of staff attend a minimum of one skills training session annually as applicable
	Conduct semi-annual “pulse” surveys with staff	SLs, and Staff Members	Pulse surveys in July and December
Goal 3: Enhance organizational capacity/infrastructure in support of XYZ’s core operations and its role in the community	Develop succession plan for senior positions	SLs, and Staff Members	Succession plans for the CEO, COO, CFO, CPO, CDO, and CPDO
	Continue to improve software & IT systems needed to support efficient operation of programs	BOD, SLs, and Staff Members	Quarterly systems review of the IT infrastructure capacity. Annual evaluation of Matchmaker, Access Database and other software programs needed to conduct business.
	Develop and implement XYZ marketing strategies for participants enrollment/admission	SLs	Customer Service, Social Media, Web-based Engagement and Increase Participant Retention Rates
Strategic Initiative 3: Workforce Sustainability Plan			

	Action Plans	Responsible Party	Performance Measures
Goal 4: Expand XYZ's role as an advocate for national, state, and local actions that positively impact the availability & delivery of relevant programs & services to the communities & populations served	Engage the BODs in their role as advocates on behalf of XYZ and those served.	SLs, BOD	Annual training for the Board on the importance of their advocacy role, an active advocacy committee of the Board, and registered advocacy committee members
	Monitor advocacy actions taken on behalf of XYZ by the staff and/or BOD	SLs, BOD	Number of State and Federal advocacy issues addressed

Customers

Voice of the customer. XYZ's senior leaders engage customers through its Facebook, Instagram, and Tweeter feeds. The SLs of XYZ use different methods as illustrated in Table 11 to listen and interact with participants and gather relevant information. XYZ's senior leaders obtain feedback from participants, youth, and parents through orientation, open houses, social media, and surveys. Feedback from customers is also obtained through XYZ's website where customers can access the '*Contact Us'* page to leave comments or ask questions. XYZ's SLs monitors all web requests to ensure prompt response to customers.

Parents, participants, youth, and customers make inquiries through XYZ's web-based forms, and staff members and SLs address these inquiries. Participants who complete XYZ's program to become independent are asked to take a voluntary exit survey. The exit survey captures responses relative to XYZ's structure, communication methods, quality of programs, and the customer experience. The SLs also call former participants to determine whether their expectations were met, how satisfied they are, and identify opportunities for improvement.

Table 11

Voice of the Customer

Listening Methods	**Stakeholder**	**Frequency**
Surveys	S, P, W, C, SPC, PS	A
Participant, Youth, and Parent Meetings	S, P, Y	W, N
Phone	ALL	D
Email	ALL	D
Web-Based Forms	ALL	D
Facebook, Instagram, Twitter	ALL	D
BOD Meetings	ALL	M, Q
Staff Meetings	S, P, W	W, M, Q
Community events/forums	ALL	Q, N
Stakeholders: S=Students; Y=Youth; P=Parents, W=Workforce, BOD, C=Community, SPC=Suppliers, Partners, & Collaborators, PS=Partner Schools, A=All		
Frequency: A=Annual, Q=Quarterly, M=Monthly, W=Weekly, D=Daily, N=As needed		

Customer engagement.

Product Offerings. XYZ's senior leaders seek input from the community and participants to provide programs and services that address social issues. Senior leaders of XYZ uses a multilevel approach to market programs and service offerings. Brochures and flyers with listings for upcoming events of the year are mailed to participants, partner schools, and the community. XYZ's SLs correspond to participants and customers according to their age groups. For example, if there is an upcoming program or event that addresses a social issue, XYZ's senior leaders will send out brochures or flyers to participants of the age group that is mature to comprehend the information.

Customer Support. Youth, parents, other participants and partner schools get information about XYZ through implemented communication strategies. Supportive correspondence on XYZ's MVV and guiding principles are communicated through media campaigns and partnerships with local area schools. The different methods of contacting XYZ include the organization's website, e-mail, telephone, Facebook, Instagram, Twitter, and face-to-face. To determine support for customers and participants, XYZ's SLs gather and analyze data shared during meetings.

Results Triad: Workforce, Operations, and Results

Workforce

Workforce environment. XYZ's senior leaders create an encouraging workforce environment that supports flexibility and creativity while meeting employee needs. XYZ leaders assess capacity against benchmarks to evaluate if targets are consistent with best performers in the industry. During the organization's annual strategic planning meetings, the senior leadership and board of directors analyze the workforce capability and capacity. To recruit diverse team members to the workforce, XYZ leaders actively seek candidates from various nationalities, cultures, backgrounds, and lifestyles. The recruiters participate in veteran job fairs, local community college job fairs, and the city job fairs that focus on minorities. Team member referrals also contribute to the pool of applicants.

Job candidates complete an online or paper application that requires a pledge to accept XYZ's values (Table 3). SLs screen applications and forward qualify applicants to the hiring administrators who conduct interviews to assess technical skills and job-specific competencies. New team members participate in the organization's orientation program that starts their onboarding process. XYZ leaders organize the workforce into functional departments, such as Direct Service Personnel that encompasses tutoring mentors, and into cross-functional teams (such as after-school programs), either standing or project-based, to accomplish organizational goals through the action plans. XYZ SLs reinforce a customer/client and business focus that enables team members to be engaged with the success of the organization as they achieve their goals and exceed performance expectations.

XYZ leaders prepare the workforce for changing capability and capacity needs through several mechanisms. Senior leaders lead the focus on transparency, planning, and disciplined execution of action plans. Senior leaders share financial and business planning information during the quarterly all-team-members meetings. Team members know when the organization is expanding or holding steady through a rough period.

Workforce engagement. The MVV lays the foundation for XYZ to foster an organizational culture characterized by open communication, high performance, and an engaged workforce. This foundation is strengthened through the core competencies of relationships in creating stability for homeless individuals and families. With the MVV, the core competencies are introduced during XYZ's orientation. XYZ's culture is based on the diverse ideas and background of the workforce, while senior leadership ensures a culture of open communication and transparency. To build that culture, XYZ's SLs recruit for diversity, encourages open communications, and new ideas. The organization's leaders use its annual team member survey to determine and assess key elements that affect workforce engagement.

Operations

Work processes. XYZ's SLs serve a critical function in the community by providing housing and services to help homeless families become permanently housed and financially self-sufficient. The organization's results-driven programs include the following:

- Transitional housing
- Rapid rehousing
- Permanent supportive housing
- Case coordination
- Supportive services for homeless families, including veteran families, seriously disabled families, and families that are homeless due to domestic violence.

The organization's partnerships are paramount to strengthening families and individuals by providing young people the ability to increase their protective factors against high school dropout, low educational attainment and employable skills, violence, and poverty.

Operational effectiveness. Leaders of XYZ use measurable outcomes to ensure programs are successful by accomplishing the following:

- Each client is permanently housed within 24 months or upon program exit.
- Clients receive job training and career services so that they may be employed at a living wage to support their housing and family needs.
- All adult clients earn no less than $10/hour upon program exit.
- All children are enrolled in school/daycare within 45 days of entry into program and that they regularly attend school while in the organization's program.
- To improve life-skills, mental health and self-esteem in youth.
- To provide before and after-school childcare and get children involved in at least one outside activity such as athletics during their program stay.
- Access to healthcare for adults and children.

The organization's services are based on national, standardized best practices and established goals and strategies that align with the strategies and goals set by the Valley of the Sun United Way and the Maricopa Association of Government's Continuum of Care to end homelessness.

Measurement, Analysis, and Knowledge Management

XYZ's SLs integrate data and information into daily operations and organizational performance. SLs use both internal and external sources to measure organizational performance. Data collected from customers' e-mails, surveys, staff meetings, and daily operations results are used by SLs to measure organizational performance. The SP, SI, and SPP are categories measured in Table 10. XYZ leaders track outcomes monthly, quarterly, and annually and measures best practices. Table 12 illustrate the organizational performance review used to monitor XYZ's progress in achieving goals.

Voice of the customer (VOC), market data and information are identified from the VOC process (Table 11). Market data and information are selected based on key sources of information from purchasing patterns/demand and market analysis from Phase 1 of the SPP. These VOC data and information are deployed and integrated through action plans and key work systems and processes. VOC and market information and measures are systematically evaluated through performance reviews and improvement, as well as identifying and deploying best opportunities. This information supports operational and strategic decision making and contribute to XYZ building and sustaining a customer-focused culture.

Table 12

Organizational Performance Review

SI	Key KSS Method	Frequency
SI 1: Action Plan	BOD Meetings	W, AN
	Team Meetings	W, M, AN, Q, A
	SL Meetings	W, M, AN, Q, A
	Individual Workforce Meetings	M, Q,
	Strategic Planning Meetings	A, AN
	Annual Meeting	A
SI 2: Sustainability Plan	BOD Meetings	Q, AN, A
	SL Meetings	M, Q, AN, A
	Strategic Planning Meetings	M, AN, A
	Annual Meeting	A
SI 3: Reform and Innovation Plan	BOD Meetings	Q, A
	Team Meetings	W, M, Q, AN, A
	SL Meetings	M, Q, AN, A
	Individual Workforce Meetings	AN
	Strategic Planning Meetings	W, M, Q, AN, A
	Annual Meeting	A
W= Weekly, M=Monthly, AN= As Needed, Q= Quarterly, A= Annually		

Measurement, analysis, and improvement of organizational performance.

Information and knowledge management.

Knowledge management by XYZ's senior leaders focuses on consistent collection and transfer of information and knowledge across the organization. Information reflecting current performance is shared with all workforce members and stakeholders, as well as best practices, while improvement opportunities are identified through review of performance measures. XYZ senior leaders develop agendas for weekly, quarterly, and annual meetings aligned with the organization's MVV, guiding principles, and strategic initiatives. XYZ's SLs share and manage knowledge through e-mails, in-person meetings, conference calls, and the organization's website.

XYZ leaders transfer knowledge via multiple venues, including coaching, communications mechanisms, team member-to-team member interactions, and mentoring opportunities. The organization's SLs also schedule cross training when team members and staff transfer to other departments and/or leaving the organization. Operational performance trends are communicated in daily, monthly, and quarterly reports. XYZ's workforce knowledge is collected and transferred through policies and procedures, and training materials. Organizational leaders transfer knowledge to and from customers/clients through electronic forms, including e-catalogues and paper catalogues, customer/client inquiries, and XYZ's website. Leaders of XYZ also transfer knowledge to and from suppliers and collaborators using communications mechanisms.

XYZ's information system and web processes ensure that the quality of organizational and customer data is maintained. SLs place strong emphasis on the integrity, security, validity, and confidentiality of customer/client and organizational data and information. The confidentiality and security of customer's personal addresses and billing information are a key function of information system services. Data security and sensitivity of information are managed and ensured through leveraging technology and innovation while balancing the needs of all stakeholders. Secure portals exist for team members for real-time information, as well as for key suppliers to access real-time information, supply chain tracking, and status of orders.

XYZ's SLs ensures the security of sensitive or privileged data and information through security layers that include server and workstation firewalls, server and workstation antivirus and antimalware software, regular security patches, data and transport encryption where appropriate, and a strong password policy. Security in the customer data system and financial accounting system is controlled through groups assigned the appropriate permissions. XYZ's information system and web processes, hardware, and software are integrated across all areas and platforms. All information system and web processes are reviewed annually for effectiveness in ensuring data and information are readily available.

Collection, Analysis, and Preparation of Results

Product and Process Results

XYZ has been in operation for more than 28 years and has influenced the lives of many families. Category 7 results are demonstrated by figures and graphs. During FY 2015 – 2016, XYZ leaders served 281 families consisting of 980 adults and children in its homeless housing programs (long-term shelter and rapid re-housing). XYZ leaders also rapidly rehoused 18 veteran households and provided eviction prevention for 14 veteran households.

Figures 4 through figures 11 show the goals and objectives of the organization for FY 2015-2016. Senior leaders of XYZ use several tools to measure family progress toward goals. A baseline measurement is taken at program entry, and families are re-assessed at three months intervals and at program exit.

XYZ leaders assess parents by using the Family Service Prioritization Decision Assistance Tool (F-SPDAT), the Parent-Child Relationship Inventory (PCRI), and the Employee Assistance Program Inventory (EAPI). XYZ leaders use the F-SPDAT to assess components that can affect a family's ability to obtain and maintain permanent housing. The PCRI is used by leaders to explore and monitor specific aspects of the parent-child relationship. The EAPI is used by leaders to assess problems in 10 areas: anxiety, work adjustment, external stressors, depression, marital problems, effects of substance abuse, interpersonal conflict, problem minimization, self-esteem problems, and family problems.

Leaders of XYZ assess children by using the Child Behavior Checklist or Youth Self Report which measure strengths and behavioral/emotional issues and provides a clear picture of withdrawal, body issues, anxiety/depression, social problems, thought problems, attention issues, and aggressive or delinquent behaviors. During program exit, XYZ's leaders provide support throughout the family's transition from homelessness by providing a gradual and structured transfer of care process that helps ensure families transition from the support provided by the organization without additional trauma that could result in family regression. Organizational leaders encourage families to continue their participation in programs for up to six months post exit and receive follow-up case management to increase their long-term housing stability.

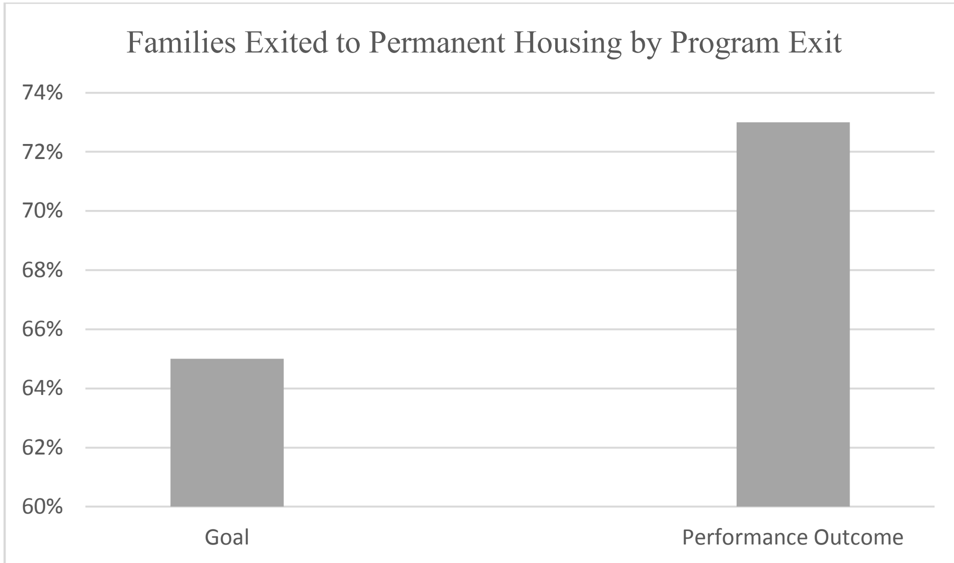

Figure 4. Families who exited to permanent housing after exiting XYZ’s program increased by 8% between the organization’s goal and objective for FY16.

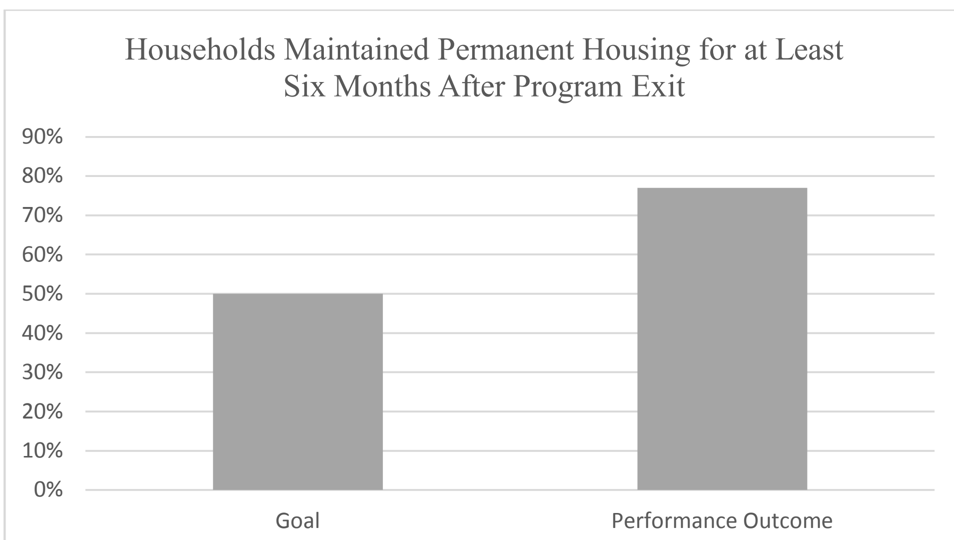

Figure 5. Number of households who maintained permanent housing for at least six months after exiting XYZ’s program increased by 25% between the goal and objective for FY16.

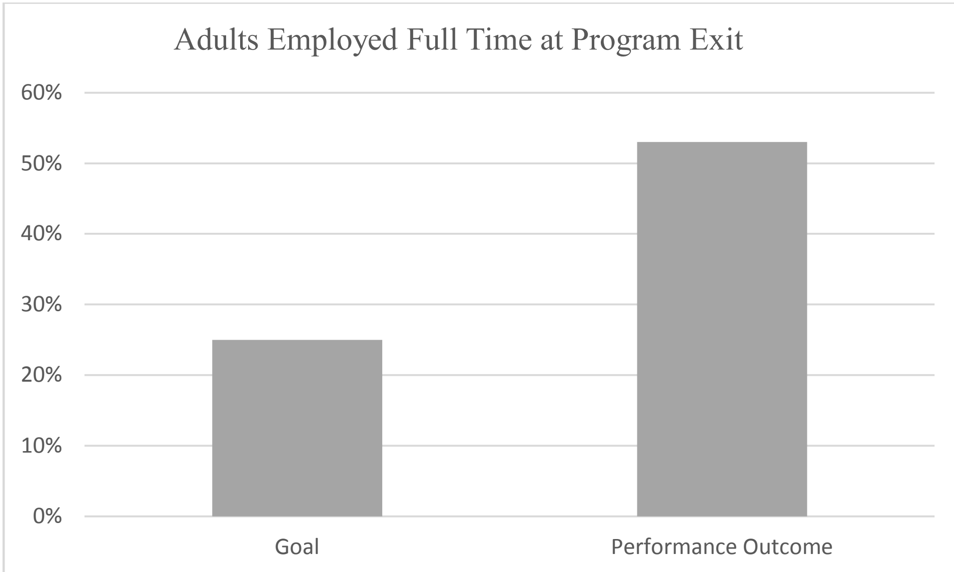

Figure 6. At their exit from XYZ's program, 53% of adults were employed full-time in FY16.

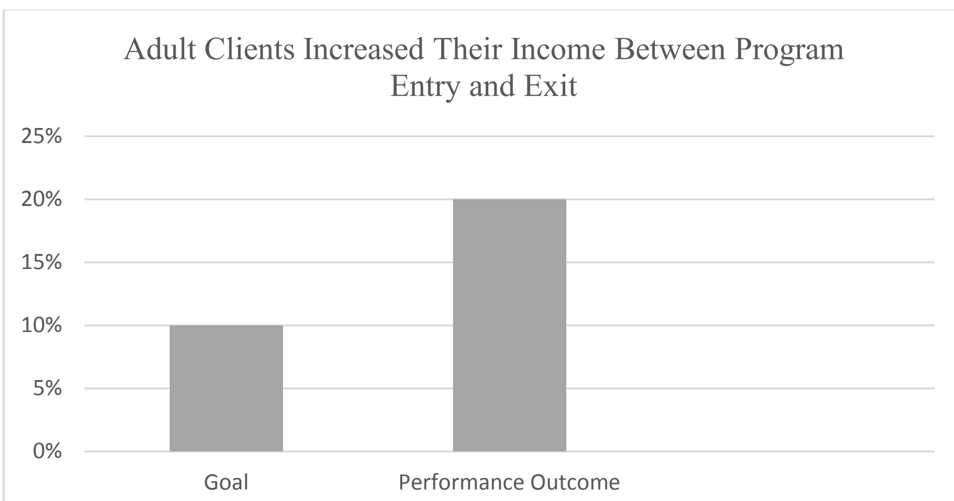

Figure 7. Between XYZ's program entry and exit in FY16, adult clients increased their income by 10% prior to program exit.

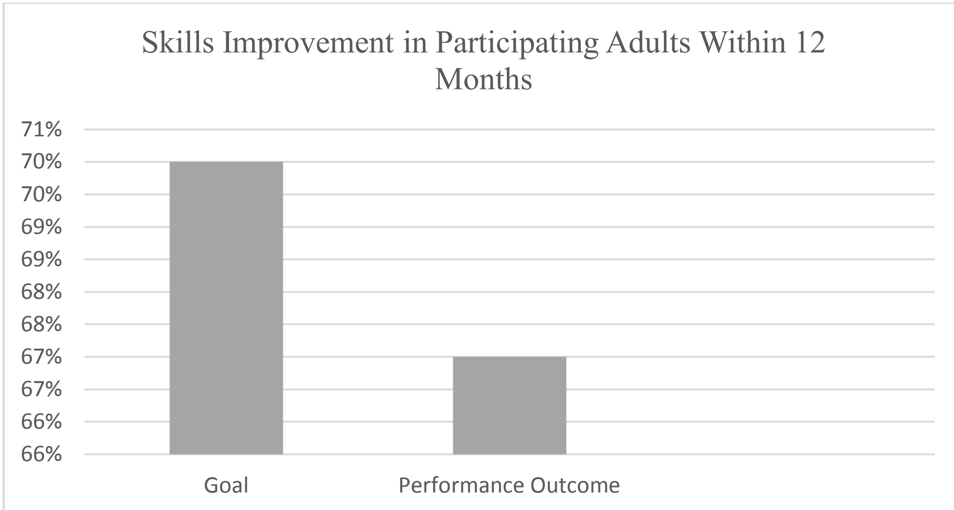

Figure 8. During the FY16, there was a 3% decrease in skills improvement of XYZ's participating adults.

Customer Results

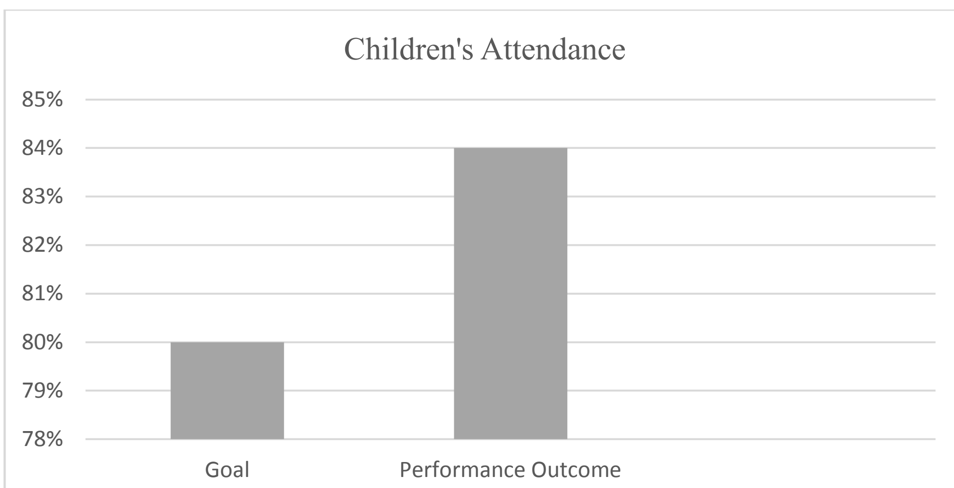

Figure 9. Clients maintained their children's regular attendance rate at school/daycare throughout their stay at XYZ's program with an increase by 4% during FY16 goal.

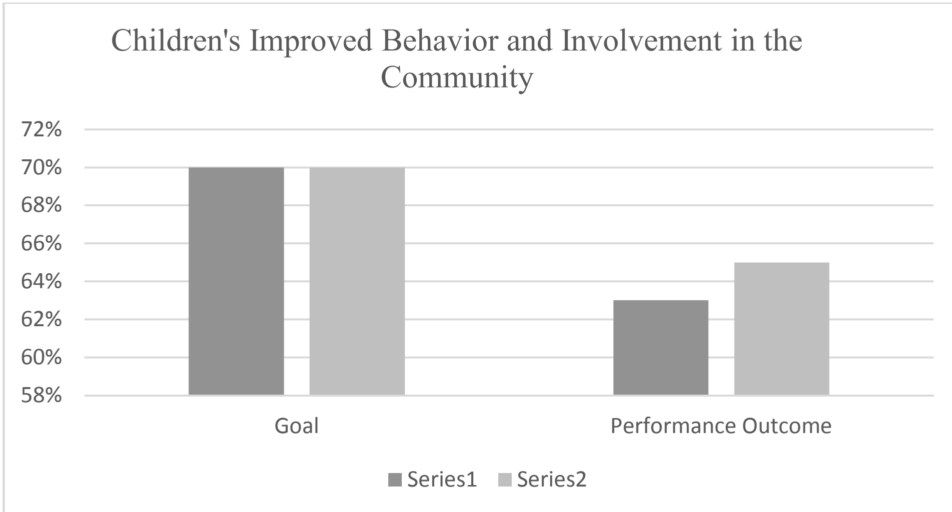

Figure 10. In the FY16, the behavior of children and their involvement in the community decreased by 7% and 5% respectively.

Workforce Results

Organizational leaders assess capacity against benchmarks to evaluate if targets are consistent with industry best performer. However, results are missing for XYZ leaders' comparison of workforce capacity in relation to industry best performers and key competitors. To recruit a diverse team, XYZ's leaders seek candidates from various nationalities, cultures, backgrounds, and lifestyles. Results are missing for effectiveness of leaders' processes to recruit candidates from various nationalities, cultures, backgrounds, and lifestyles. While job candidates complete an online or paper application and pledge to accept XYZ's values, results are missing for effectiveness of leaders' process to collect signed pledges from online applicants. XYZ's new team members participate in the organization's orientation program. However, results are missing for the effectiveness of leaders' orientation program for new team members.

Leadership and Governance Results

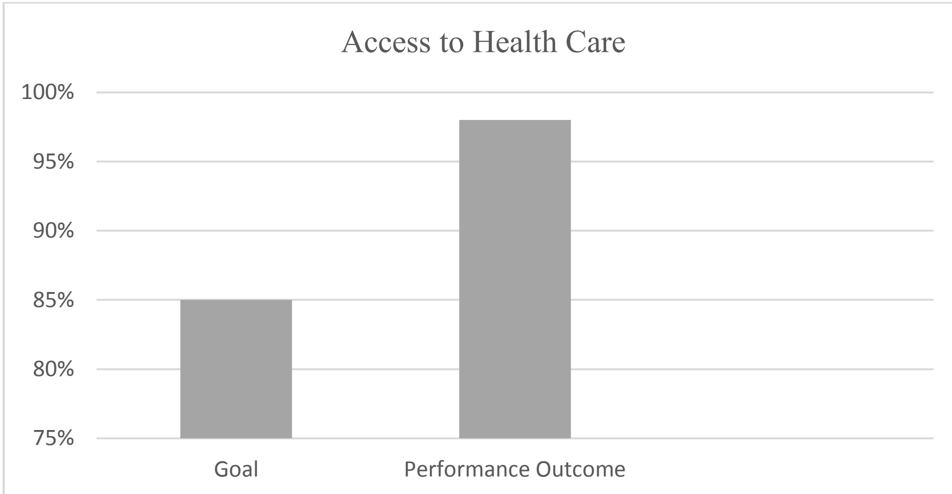

Figure 11. Access to health care. XYZ's strong leadership and governance resulted to 98% of parents obtaining and regularly accessing health care when needed for their families throughout their stay in the program in FY16.

Financial and Market Results

Table 13

FY15 Revenue

Contributor	Revenue (2015)
Government Contributions	$2,223,716
Private Contributions	$1,036,079
Donated Goods & Services	$860,502
United Way	$130,642
Program Service Fees	$937,919
Special Events	$119,130
Other	$422,232

There was an increase of total revenue in FY16 (Figure 13) than the previous FY15 (Figure 12). Revenue from government and private contributions, donated goods and services, United Way, program service fees, and special events are higher in FY16 than FY15.

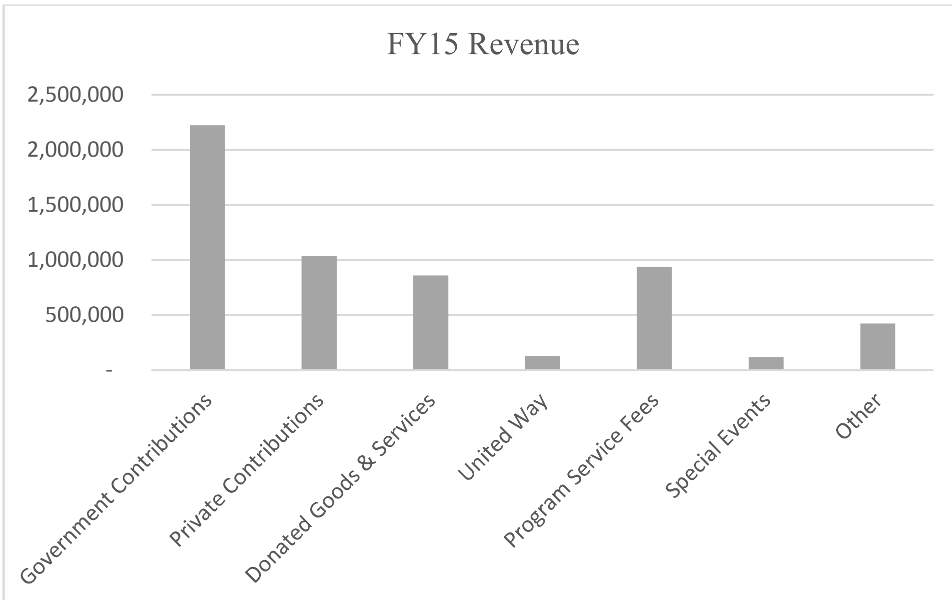

Figure 12. XYZ's total revenue in FY15

Table 14

FY16 Revenue

Contributor	Revenue (2016)
Government Contributions	$3,239,002
Private Contributions	$1,516,597
Donated Goods & Services	$1,247,141
United Way	$140,160
Program Service Fees	$1,581,708
Special Events	$123,413
Other	$147,249

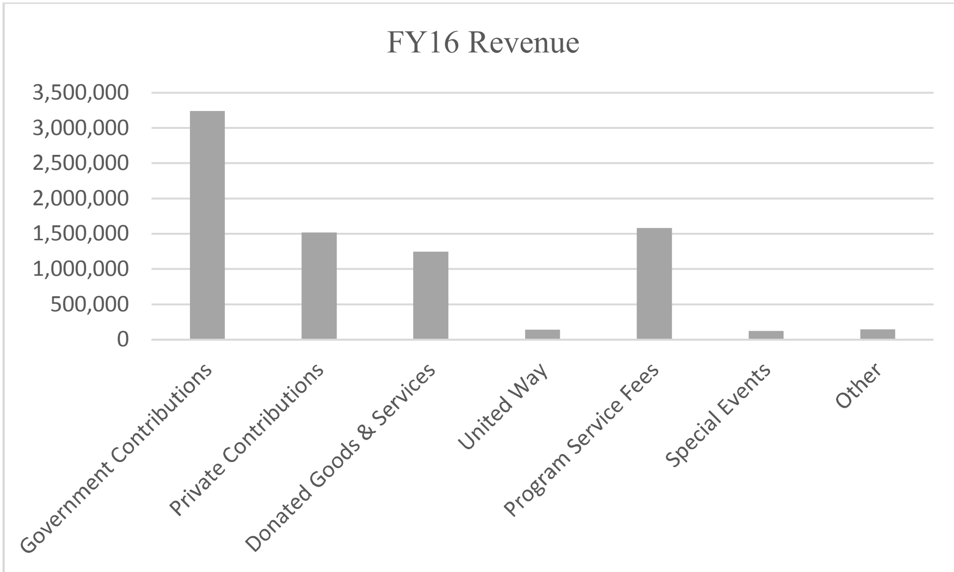

Figure 13. XYZ's total revenue in FY16

Table 15

Audit Report FY16

	XYZ Consolidated Statement of Functional Expenses: FY16							
	Program Services					Supporting Services		
	Transitional Housing	FACES	Rapid Rehousing	ARM /Property Mgt.	Total Program Services	Management & General	Fundraising	Total
Salaries	587,751	171,818	247,864	241,930	1,249,363	180,379	499,483	1,929,225
Employee related	128,667	33,849	47,696	49,032	259,244	22,639	67,697	349,580
Depreciation	18,780	5,490	7,920	411,666	443,856	5,763	15,959	465,578
Direct assistance to individuals	601,346	201,793	878,768	873,452	2,555,359			2,555,359
Direct unit costs	381,199			571,832	953,031			953,031
Equipment	25,805	6,933	8,741	9,850	51,329	371	10,316	62,016
Materials and supplies	2,400	1,444	723	1,160	5,727	6,682	59,970	72,379
Operating	24,086	4,459	6,501	85,128	120,174	34,995	80,418	235,587
Other expenses	806	809	1,287	2,443	5,345			5,345
Professional and outside services	38,797	24,903	13,903	37,828	115,431	90,510	57,193	263,134
Space and occupancy	97,386	25,791	28,140	48,354	199,671	65,289	89,777	354,737
Travel	37,996	23,606	13,722	12,335	87,659	2,383	16,275	106,317
Total expenses	1945019	500895	1255265	2345010	6046189	409011	897088	7352288

Projected Goals

FY18 Goals

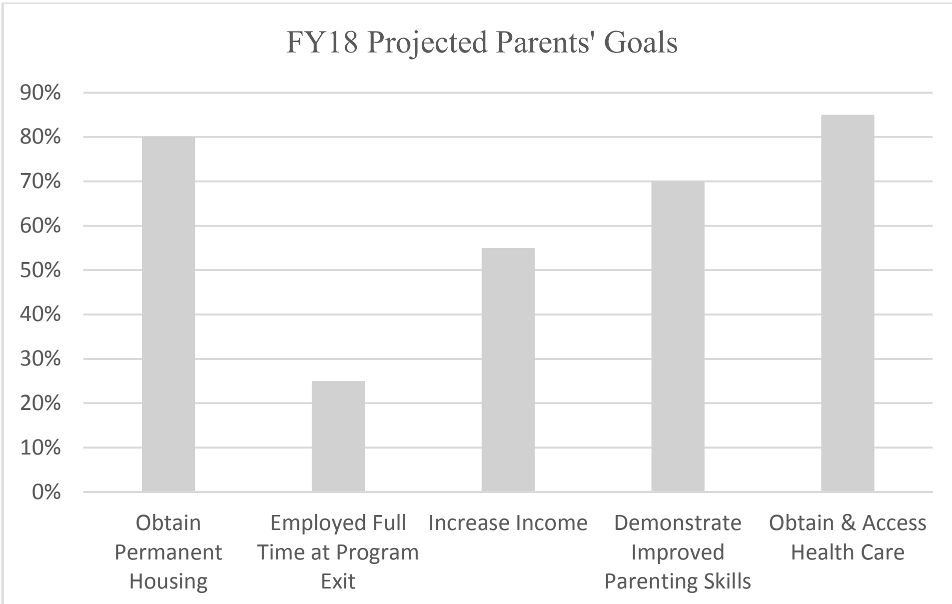

Figure 14. FY18 projected parents' goals.

Projected parent's goals for FY18 with an average length of stay of 10 months or less as follows: (a) 80% of parents will obtain permanent housing, (b) 25% will be employed full time at program exit, (c) 55% will increase their income, (d) 70% will demonstrate improved parenting skills, life skills, mental health, relationships, and self-image, and (e) 85% will obtain and access health care for their families throughout their stay in the program. However, results and performance outcome are not yet available.

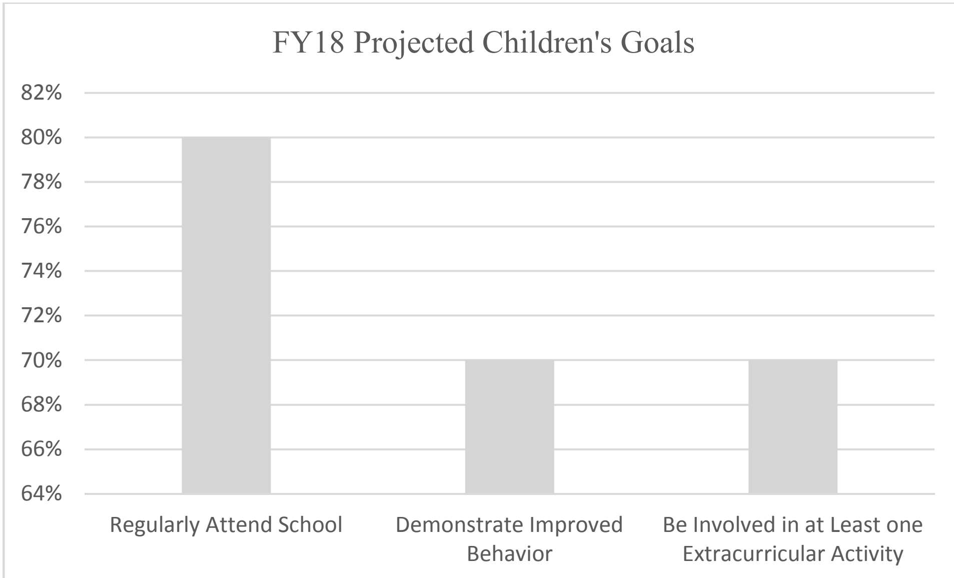

Figure 15. FY18 projected children's goals

Projected children's goals for FY18 with an average length of stay of 10 months or less as follows: (a) 80% of children will regularly attend school throughout their family's engagement with XYZ, (b) 70% will demonstrate improved behavior around maladaptive behaviors such as aggression, attention problems, anxiety/depression, and social problems, and (c) 70% will be involved in at least one extracurricular activity to increase protective factors against gang violence, school dropout, substance abuse, etc. However, results and performance outcome are not yet available.

Key Themes

Process strengths. Process strengths were the first theme to emerge. In categories 1-6 of the 2017-2018 Baldrige Excellence Framework, the process strengths identified are; (a) collaboration and (b) leveraging core competency to meet goals and objectives. These process strengths are vital components of effective youth programs strategies. To collaborate is to work together, especially in a joint intellectual effort.

Collaboration is an on-going interpersonal interaction not characterized by a significant power imbalance with the express purpose of achieving common goals (Kloppenborg, Shriberg, & Venkatraman, 2003). Organizational leaders' collaboration with vendors, business partners, stakeholders, and other relevant parties is what helped sustain the organization for more than 28 years. Leaders of organizations should also value the role of collaboration to enjoy long-term success.

Collaboration skills enable workers to interface productively with others, while successful collaboration requires a cooperative spirit and mutual respect (Kim & Harrison, 2016). Employers typically seek employees who function as part of a team and are willing to balance personal achievement with group goals. Successful collaboration include the following components; (a) the roles of partners in the collaborative process must be clearly defined and agreed, (b) to share necessary information for tasks completion, there should be open communication within teams, (c) to complete projects or tasks, there should be consensus on goals and methods, (d) contribution by all collaborators should be recognized, (e) collaborators should cooperate in identifying obstacles and addressing problems as they occur, (f) group goals should be placed above personal satisfaction and/or recognition, and (g) collaborators should be willing to apologize for missteps and to forgive others for mistakes (Kim & Harrison, 2016).

XYZ leaders' collaboration with partners is essential in strengthening families and individuals and providing young people opportunities to increase their protective factors against high school dropout, low educational attainment and employable skills, violence, and poverty. Employee collaboration represents an educated and happier workforce. A collaborative workplace naturally cultivates a sense of community within an organization, with employees feeling like part of a family. That motivates them to go beyond the expectations of their role, absorbing as much organizational knowledge as conceivable and driving the business forward with informed and sound decisions.

One of the most significant factors that contribute to the success of an organization such as XYZ is whether its workforce can perform as a team. With rising competition, it is important to encourage creativity in the workplace to improve productivity and promote healthy employee relationships. Working in groups enables employees of XYZ to be faster and more efficient in their role, as compared to individuals who work on projects on their own. Collaborating also makes employees more responsible, which goes a long way in raising their motivation levels.

Another process strength to emerge is leveraging the core competency of organizational leaders. Core competence is the defining strength of an organization, providing the foundation from which the business will grow, seize upon new opportunities, and deliver value to customers (Mooney, 2007). Core competency is the collective learning of the organization, primarily how to coordinate diverse production skills and integrate multiple streams of technology. An organization's core competency is not easily replicated by other organizations, whether existing competitors or new entries into its market. Core competency help create a sustained competitive advantage for organizations. The concept of identifying and nurturing core competencies to drive competitive advantages and future growth applies to organizations across industries. XYZ's core competency has a direct correlation to the mission, vision, and values, and is the fundamental strength that gives the organization the capability to meet its goals and objectives.

Three characteristics can identify a core competency; (a) it provides possible access to a wide range of markets, (b) it makes a remarkable contribution to the perceived customer benefits of the product/service, and (c) it should be difficult for competitors to imitate (Mooney, 2007). XYZ's core competency involves a deep commitment by leaders to work across organizational boundaries including different levels of individuals and all tasks. For long-term growth and success, organizational leaders should identify their core competency and invest in those areas and focus resources on building and maintaining the skills that contribute to the competency. Leaders of XYZ use the organization's core competency to guide its strategic visions, as well as its management priorities. XYZ's senior leadership focuses on communicating values to employees, building a culture based on those capabilities and deploying technology to support them.

Process opportunities for improvement. Evidence from the review of organizational documents, policies, and data from interview shows a systematic approach to performance measurement as an opportunity for improvement would be beneficial to the organization. Data results in Figure 9 explains that over the last two years, the organization realized an increase in the rate of attendance in their program activities. However, the rate of enrolment/registration and completion falls short of 100%. Participants A, B, and C stated that the lack of funding has limited action plan completion. Organizational leaders can improve action plan completion rate by including an action plan approach to performance improvement in Step 5 of the strategic planning process (Figure 3). Various key performance indicators are measured to provide the necessary focus for control and improvement.

Many performance measurement researchers emphasize the critical role played by management information system (MIS) in performance measurement activities to support data collection, analysis, interpretation, and reporting processes (Nudurupati & Bititci, 2005). Businesses perform better when managed through formalized, balanced, and integrated performance measures. However, in contrast, many organizations do not use formalized and integrated performance measures. Recent reports by researchers indicate failures are common amongst performance measurement implementation projects (Nudurupati & Bititci, 2005). If leaders of XYZ appropriately design, implement, and use appropriate MIS, performance measurement system would result in more dynamic and pro-active management style leading to improvements in business performance.

Results strengths. The results strengths identified in Category 7 of the 2017-2018 Baldrige Excellence Framework are; (a) households maintaining permanent housing and (b) increase in children attendance. Figure 5 shows a gradual increase in the number of families securing permanent housing for at least six months after program exit from 2015-2016. There is also a remarkable increase in the rate of attendance by children at XYZ's program from 2015-2016 (Figure 9). Data collected from participants' responses to questions in Category 7 showed that the core competence was a factor in the 4% increase in attendance by children.

Participant B stated that to keep children and youth engaged, organizational leaders connected with the homeless liaison of the different schools in the six different school districts to facilitate communication on youth school attendance and progress. Participant C mentioned that establishing goals for youths to achieve while addressing individual issues as they occur, played a significant role in program participants' attendance. Participant A agreed with Participants B and C and stated that XYZ's senior leadership responded by addressing the need for transportation and purchased an additional 8-passenger van.

Results opportunities for improvement. Data results in Category 7 show a decrease in the behavior of children and their involvement in the community (Figure 10), as well as a decrease in skills improvement of program participants (Figure 8) from 2015-2016. To discover and track the interests of all program participants, organizational leaders should administer an entry/enrollment survey to all participants. A second survey should be conducted at program exit to assess participants' interests in the programs. If survey results are contrary, it is imperative that organizational leaders consider alternate methods of data gathering and participants engagement such as (a) getting children and youth involved in the planning discussion, (b) having a one-on-one conversation with the children and youth, and (c) having open discussion forum for children and youth. Organizational leaders should use their ability to encourage children and youth engagement by leveraging the core competency.

Another key theme of results opportunity for improvement is measures of the effectiveness of workforce processes. The need for employees' training and support does not end at the workplace, but rather, continued support is required to ensure the accomplishment of long-term goals (Muduli, 2017). Measurable learning objectives are the foundation for organizational leaders to evaluate an initiative's impact. The workforce of an organization is regarded the most important asset than any other tangible and intangible assets (Brauer & Laamanen, 2014). Measuring workforce effectiveness of an organization is important in managing the organization's human resources. Workforce processes should align with the organization's strategies, core values, mission, and vision.

Project Summary

Over the last century, the guiding principles of youth services have shifted from a traditional view of youths as consumers, victims, perpetrators, and needy clients, to an aspect of real assets capable of contributing to their communities (Delgado & Staples, 2008). This study focused on strategies used by leaders of a nonprofit organization in a Southwestern state of the United States to improve youth programs. Data collected in this single-case study can be used by leaders of nonprofit organizations to develop and implement strategies to improve youth programs.

The nonprofit sector gives citizens a venue for self-expression, allowing individuals to act on deeply held beliefs and address pressing concerns. The nonprofit industry serves as an arena for advocacy through which citizens can highlight weaknesses in society and promote solutions, often bringing provocative and unsettling voices to the forefront. Also, the nonprofit sector serves as a home to citizen associations through which people band together to work on common social goals. For some organizations, the knitting together of associative activity, or the dominant changes in attitudes provide sufficient justification for their existence.

Due to the focus on youth development, youths are considered actors in civic life. Young people can guide their progress with the availability of opportunities needed to grow into healthy and functioning adults (Ettekal, et al., 2016). It is imperative to develop youths as individuals who take actions that serve their well-being and their communities. With empowerment and participation, young people can actively shape their destinies through meaningful opportunities for decision-making.

There is the need for leaders and managers of nonprofit organizations to be engaged and collaborative in managing work processes to improve youth programs (Wang, et al., 2015). Effective youth programs prepare and equip youths with required skills for the job market and contribute to the labor force (Brennan, et al., 2007). With improved programs, young people can explore their potentials to enhance self-esteem, increase environmental awareness, and foster their social networks.

Participants in this study provided information about strategies used to improved processes for youth programs. The findings of this study are significant to leaders of nonprofit organizations for the reasons stated above. Implementing strategies to improve youth programs gives organizational leaders the ability to strategically direct, guide, and align organizational resources to meet established goals (Jin, et al., 2016). Data results show participants' perceptions of the organization's leadership, strategy, customers, measurement, analysis and knowledge management, workforce, and operations. This study may better inform other nonprofit organization leaders on strategies for effective work processes to improve youth programs.

Implications for Social Change

The purpose of this study was the opportunity for positive social change by developing and implementing effective strategies that improve the effectiveness of youth programs. Improved youth programs develop and prepare young people as contributing adults and productive citizens of their communities. With improved programs, youths can explore their potential to enhance self-esteem, increase environmental awareness, and foster social networks for the greater good of the community. At a broader community level, improved youth programs could be beneficial by helping to bring about positive environmental, social, and environmental improvements.

Nonprofit organizations provide resources and services that meet the needs of the community regardless of profit-making potential. The strategies established and discussed in this research may assist leaders of nonprofit organizations to implement processes that improve youth programs. The results of this qualitative single-case study could foster positive social change by influencing decision-making and actions of leaders of nonprofit organizations to implement process strategies that improve youth programs.

Contributions and Recommendations

The problem with program-centered strategies is that they limit discourse and problem-solving to one dimension--program design and expansion—thereby undervaluing the essential role that organizational performance plays in creating social impact. At some level, every practitioner knows there is more to efficient outcomes than a program design, and what others praise as innovative programs are often just well-implemented programs. For example, how many youth development programs that rely on empowerment or building self-esteem differ from each other in design? How many education reform strategies depart significantly from the principles established by institutions? The programs that stand out as remarkable are often the ones remarkably well implemented. It is performance, not program design alone, that makes the difference. But lacking the interest in or vocabulary to describe organizational performance, much of the nonprofit sector continues to look to programs as the key determinant of good outcomes.

The nonprofit sector focuses much on innovation and not enough on innovativeness. Innovativeness is the capacity to innovate repeatedly. Leaders of nonprofit organizations should focus not only on quality products/services but also on the ability of the organization to create and sustain quality in all its work processes. Nonprofit leaders should replicate cost-effective programs and build the organizational culture that gives rise to those programs on a scale that impacts the lives of every youth in the organization. Focusing on program design and expansion alone will not create widespread social impact. Social impact rests just as critically on the even more difficult processes of creating and sustaining high performance in the organizations that implement the programs. Whether originating a new program, replicating someone else's innovative program, or attempting to influence policy to preclude the need for a program, the organization's ability to perform well is decisive. Ultimately, large-scale impact requires large-scale performance.

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Appendix A: DBA Research Agreement

WALDEN UNIVERSITY

DBA RESEARCH AGREEMENT

THIS AGREEMENT (the "Agreement") is made and entered into on this 6 day of September 2016 by and between WALDEN UNIVERSITY, LLC, located at 100 Washington Avenue South, Suite 900, Minneapolis, MN 55401 ("Walden") and [redacted] located at [redacted] ("Institution").

RECITALS

WHEREAS, Walden offers undergraduate and graduate degree programs and seeks to partner with institutions to allow Walden doctoral students (the "Students") to receive academic credit for work on research projects ("Research").

NOW, THEREFORE, in consideration of the mutual promises and covenants hereinafter set forth it is understood and agreed upon by the parties hereto, as follows:

1. TERM AND TERMINATION

This Agreement shall commence on the Effective Date and shall continue for a period of three (3) years (the "Initial Term"). Upon expiration of the Initial Term of this Agreement, this Agreement and the Term shall renew for successive one (1) year periods (each a "Renewal Term"). Notwithstanding the foregoing, either party may terminate this Agreement for any reason or no reason, upon ninety (90) calendar days' prior written notice to the other party. In the event of termination or expiration of this Agreement before a participating Student(s) has completed the Research, such Student(s) shall be permitted to complete the Research subject to the applicable terms of this Agreement, which shall survive for such Research until the date of completion.

11. RESEARCH

A. Institution and Walden may, from time-to-time, agree that selected Students, if accepted by Institution, may participate in Research with Institution. Walden shall be responsible for referring Students to the Institution and will instruct Students to provide Institution with a description of the Research. Walden agrees to refer to the Institution only those Students who have completed the required prerequisite course of study as determined by Walden. The parties anticipate that all Research will be done remotely and that Students will not be present at Institution's facilities.

B. Walden and Institution will conduct their activities hereunder in compliance with their respective policies and all applicable laws and regulations. In the event that any regulatory compliance issues arise, the parties will cooperate in good faith in any review conducted by the other party.

C. Where applicable, the Institution shall provide the Student with an orientation familiarizing student with all applicable State and Federal laws and regulations that pertain to the

Research with the Institution, which may include those pertaining to Standards for Privacy of 1

Individually Identifiable Health Information (the "Privacy Rule") issued under the federal Health Insurance Portability and Accountability Act of 1996 ("HIPAN'), which govern the use and/or disclosure of individually identifiable health information.

D. The Institution reserves the right to dismiss at any time any Student whose health condition, conduct or performance is a detriment to the Student's ability to successfully complete the Research at the Institution or jeopardizes the health, safety or well-being of any patients, clients or employees of the Institution. The Institution shall promptly notify Walden of any problem or difficulty arising with a Student and a discussion shall be held either by telephone or in person to determine the appropriate course of action. The Institution will, however, have final responsibility and authority to dismiss any Student from Institution.

E. The Institution and Walden shall each maintain general liability insurance (or comparable coverage under a program of self-insurance) for itself and its employees with a single limit of no less than One Million Dollars ($1,000,000) per occurrence and Three Million Dollars ($3,000,000) annual aggregate. Each party shall provide the other party with proof of coverage upon request.

111. STUDENT RESPONSIBILITIES

A. The Student shall agree to abide by the rules, regulations, policies and procedures of the Institution as provided to Student by the Institution during their orientation at the Institution and shall abide by the requirements of all applicable laws.

B. If applicable, the Student shall agree to comply with the Standards for Privacy of Individually Identifiable Health Information (the "Privacy Rule") issued under the federal Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), which govern the use and/or disclosure of individually identifiable health information.

c. The Student shall arrange for and provide to Institution any information requested by Institution including, but not limited to, criminal background checks, health information, verification of certification and/or licensure, insurance information and information relating to participation in federally funded insurance programs.

IV. MUTUAL RESPONSIBILITIES

A. FERPA. For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), the parties acknowledge and agree that the Institution has an educational interest in the educational records of the Student participating in the Program and to the extent that access to Student's records are required by the Institution in order to carry out the Research. Institution and Walden shall only disclose such educational records in compliance with FERPA.

B. HIPAA. The parties agree that, if the Institution is a covered entity under HIPAA:

(1) Where a Student is participating in Research that will require access to Protected Health Information:

(a) Student shall be considered part of Institution's workforce for HIPAA compliance purposes in accordance with 45 CFR 5160.103, but shall not otherwise be construed to be employees of Institution;

(b) Student shall receive training by the Institution on, and subject to compliance with, all of Institution's privacy policies adopted pursuant to HIPAA; and

(c) Student shall not disclose any Protected Health Information, as that term is defined by 45 CFR y 64.105, to which a Student has access through program participation that has not first been de-identified as provided in 45 CFR 164.514(a);

(2) Walden will never access or request to access any Protected Health Information held or collected by or on behalf of the Institution that has not first been de-identified as provided in 45 CFR 5164.514(a); and

(3) No services are being provided to the Institution by Walden pursuant to this Agreement and therefore this Agreement does not

create a "business associate" relationship as that term is defined in 45 CFR S 160.103.

C. Publications. Students and Walden are free to publish, present, or use any results arising out of the Research for their own academic, instructional, research, or publication purposes.

Students shall submit a draft of any proposed publication to Institution at least ten (10) business days prior to submission for publication, presentation, or use. To the extent Institution requires that Students enter into nondisclosure or confidentiality agreements, such agreements shall be subject to this Section allowing publication of Research results.

D Institution and Walden will promote a coordinated effort by evaluating the Research at mutually agreeable times, planning for its continuous improvement, making such changes as are deemed advisable and discussing problems as they arise concerning this affiliation.

E. The parties agree that Students are at all times acting as independent contractors and that Students are not and will not be considered employees of the Institution or any of its subsidiaries or affiliates by virtue of a Student's participation in the Research and shall not as a result of Student's participation in the Research, be entitled to compensation, remuneration or benefits of any kind.

F.Institution and Walden agree that Student will have equal access to their respective programs and facilities without regard for gender identity, race, color, sex, age, religion or creed, marital status, disability, national or ethnic origin, socioeconomic status, veteran status, sexual orientation or other legally protected status. Institution and Walden will comply with all applicable non-discrimination laws in providing services hereunder.

G. The terms and conditions of this Agreement may only be amended by written instrument executed by both parties.

H. This Agreement is nonexclusive. The Institution and Walden reserve the right to enter into similar agreements with other institutions.

1. This Agreement shall be governed by the laws of the State of Minnesota.

J. Any notice required hereunder shall be sent by certified or registered mail, return receipt requested and shall be deemed given upon deposit thereof in the U.S. mail (postage prepaid). Notices to Walden shall be sent to Jenny Sherer, Office of Research Ethics and Compliance; 100 Washington Avenue South, Suite 900; Minneapolis MN

55401 with a copy to: Walden University, LLC; By: Attention: Assistant Divisional Counsel; 650 South Exeter Street; Baltimore, MD 21202.

K. Each party agrees to indemnify, Name: defend, and hold harmless the other from all losses or liabilities resulting from the negligent acts or omissions of the indemnifying party and/or its employees or agents arising out of the performance Title: or the terms and conditions of this Agreement, except to the extent such losses or liabilities are caused by the indemnified party's negligence or willful misconduct.

L. This Agreement sets forth the entire understanding of the parties hereto and supersedes any and all prior agreements, arrangements and understandings, oral or written, of any nature whatsoever, between the parties with respect to the subject matter hereof. This Agreement and any amendments hereto may be executed in counterparts and all such counterparts taken together shall be deemed to constitute one and the same instrument. The parties agree that delivery of an executed counterpart signature hereof by facsimile transmission, or in "portable document format" (".pdf") form, or by any other electronic means intended to preserve the original graphic and pictorial appearance of a document, will have the same effect as physical delivery of the paper document bearing the original signature.

SIGNATURE PAGE FOLLOWS

IN WITNESS WHEREOF, the parties hereto have duly executed this Agreement, effective the date first above written:

WALDEN UNIVERSITY, LLC INSTITUTION

By:____________________________

(signature)

_________________________ Name:

(Print name)

Vice President Title:__________________________

Date:________________9.23.16 Date: 9.20.16

Appendix B: Interview Questions

Interview Questions

1. What strategies have you used to improve work processes for youth programs?
2. What were the key challenges you encountered in implementing your strategies for efficient and effective youth programs?
3. How did you address the key challenges you encountered in implementing your strategies for efficient and effective youth programs?
4. How do you improve work processes and achieve performance outcomes for youth programs?
5. How do you measure the effectiveness of your strategic management operations?
6. What more do you want to say about the successful strategies you use to improve work processes?

Appendix C: Glossary of Abbreviations and Acronyms

A

AAN

Alliance of Arizona Nonprofits

AP

Action Plan

ARM

Affordable Rental Movement

B

BOD

Board of Directors

C

CAO

Chief Academic Officer

CEO

Chief Executive Officer

CC

Core Competency

COO

Chief Operating Officer

D

DBA

Doctor of Business Administration

E

EAPI

Employee Assistance Program Inventory

EDS

Employee Development System

F

FACES

Family, Adult, and Children's Empowerment Services

FSPDAT

Family Service Prioritization Decision Assistance Tool

FYs

Fiscal Years

H

HUD

Housing and Urban Development

I

IRB

Institutional Review Board

IRS

Internal Revenue Service

K

KSS

Knowledge Sharing System

L

LT

Leadership Team

M

MBNQA

Malcolm Baldrige National Quality Award

MVV

Mission, Vision, and Values (MVV)

O

OPR

Organizational Performance Review

P

PCRI

Parent-Child Relationship Inventory

PYD

Positive Youth Development

Q

QCP

Quarterly Coaching Plan

R

RFP
Request For Proposal

S

SI

Strategic Initiatives

SL

Senior leaders

SO

Strategic Objectives

SP

Strategic Plan

SPP

Strategic Planning Process

SSVF

Supportive Services for Veteran Families

V

VA

Veteran Administration

VOC

Voice of the Customer

Y

YEA

Youth Enrichment and Achievement

YPQA

Youth Program Quality Assessment