Current State of Skills Development

The Canadian Nonprofit Sector

September 2011

HR Council
for the Nonprofit Sector

HR Council
for the Nonprofit Sector

The HR Council takes action on nonprofit labour force issues.

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Executive summary

Canada has long had a vibrant nonprofit sector that provides important services to help meet the needs of its citizens.

There is growing recognition of the importance of the nonprofit sector to Canada's economic and social well being. Canada has long had a vibrant nonprofit sector that provides important services to help meet the needs of its citizens. Nonprofits work hard to make communities a better place by providing quality research, policy advice and front line services such as support services for the elderly and assistance for new immigrants as well as support for housing, education, the environment and the economy.[1]

From a background paper prepared for the Skills Development project entitled *Strategies Supporting Skill Development in the Nonprofit and Other Sectors*,[2] as well as in reports from organizations like the Public Policy Forum, it became evident that there is a need for a skills development strategy for the nonprofit sector. To begin with, the sector faces demographic pressures from an aging workforce and a low national birth rate.[3] Much like other sectors in Canada, nonprofits face recruitment challenges within a shrinking domestic workforce. This means creating a greater reliance on importing a workforce both through immigration and by tapping into the talents of retired workers, Aboriginal Peoples[4] and persons with disabilities,[5] which has significant implications for skills and professional development. There is also an increase in service demands on the sector as governments vacate areas of service delivery and either freeze or reduce funding to some programs. Requirements for nonprofits to meet new standards of financial and service accountability also leads to the necessity of developing a skills development strategy.

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1. One World Inc., Proposal; HR Council for the Nonprofit Sector: Skills and Leadership Development Project, November 4, 2010, p. 21.
2. Gunderson, Morley, Strategies Supporting Skill Development in the Nonprofit and Other Sectors: Background Paper – January 2011 (This is the 'background paper' developed for this project, and will be referred to as such throughout this report).
3. http://www.statcan.gc.ca/daily-quotidien/060731/dq060731b-eng.htm
4. Sharpe, Andrew; The Potential Contribution of Aboriginal Canadians to Labour Force, Employment, Productivity and Output Growth in Canada, 2001-2007, http://www.csls.ca/news/presentations/AFN.pdf
5. http://www.statcan.gc.ca/daily-quotidien/071203/dq071203a-eng.htm

The economic downturn has also had an impact on private fundraising. According to the Public Policy Forum report entitled *Adapting and Thriving Innovative Practices by Small and Medium Nonprofits Emerging from the Economic Downturn*,

> ## "Foundation endowments and giving has decreased, and individual donors have become less stable."[6]

This significant combination of factors is challenging organizations within the sector to equip themselves with the leadership and skills necessary to navigate through this 'perfect storm.'

The background paper was complemented by the *HR Council Skills Development Survey Findings Report*,[7] which looked at skills development issues facing Canadian nonprofits. In looking at the overall demographics of the survey, there are several key points to be considered. A total of 772 individuals completed the survey in May-June 2011, with representation from organizations of all sizes. It is important to note that there was a higher level of representation from larger organizations, almost half of the organizations were involved in social services, and 90% of the respondents had been in business for 10 years or more. As a result, the survey findings largely reflect the views of the more 'mature' or well-established nonprofits.

The 'maturity' of the survey participants might help to explain the encouraging levels of optimism about the future. This is seen not only in terms of support for and engagement in professional development and training but also by the fact that 86% of respondents reported that their numbers of paid staff had either increased or stayed the same and 81% reported that operating budgets had either increased or stayed the same. However, these results may not reflect the views of the more fragile, recently established organizations. The Public Policy Forum report indicates that there is a significant

level of stress in the sector, particularly among small and mid-sized organizations. They view the levels of optimism as a reflection of the ability of organizations to adjust and adapt, and to work together through networking arrangements.

Organizations within the sector need to be able to attract new employees, support existing employees, and provide them with the opportunity to gain the skills necessary to cope with the changing times. The background research and skills development survey findings both honed in on three key areas for skills and leadership development: strategic leadership, finances and fundraising, and partnership development.[8] The survey found that organizations within the sector had wisely focused on these three areas as both current and future (next three years) priorities for skills development.

The background research as well as the survey conducted for this project indicated that the availability of financial resources for professional development and training is an important issue for all organizations in the sector. While the survey results showed strong levels of commitment to professional development and training they also indicate that current levels of training expenditure are likely inadequate. According to the *Metric of the Month* bulletin produced by the US Society for HR Management (SHRM) in 2006,

> ## "The average annual expenditure per employee increased to $955 after remaining steady at $820 over the previous two years."[9]

The project background paper, the Public Policy Forum report[10] and Imagine Canada's *Sector Monitor*[11] report all reinforce this data. From the survey, we observed that respondents cited the ability to pay as an important barrier to further training. The survey data demonstrates spending patterns for different sizes of organizations. Using an informal calculation to estimate the average

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6. Public Policy Forum, "Adapting and Thriving: Innovative Practices by Small and Medium Nonprofits Emerging From the Economic Downturn," 2011, p. 1.
7. One World Inc. HR Council Skills Development Survey Findings Report — *Final*, August 2011.
8. Background paper, p. 18.
9. This was explored in the US Society for HR Management (SHRM) "Metric of the Month" bulletin in December 2006 (http://www.shrm.org/Research/Articles/Articles/Pages/MetricoftheMonthTrainingCostPerEmployee.aspx SHRM Metric of the Month, 12-01-2006).
10. Public Policy Forum, p. 1.
11. Imagine Canada's Sector Monitor, Vol. 1, Issue 3, Feb 2011, p. 1.

annual spending on training per employee, we roughly estimate that small organizations (1 to 5 employees) may be spending $1,000 per employee per year on training and professional development, while large organizations (100 or more employees) may be spending $500 per employee annually, and mid-sized organizations may only be spending $100 to $400 annually per employee.

While these survey findings of organizational investment in training are rough estimates, they substantiate the SHRM report assessment that financial resources remain a challenge for nonprofits.[12] Both the project background paper and the Public Policy Forum report further reinforce these findings.

Determining the sufficiency of resource levels is an important challenge. Benchmarks could include an annual amount per employee (perhaps $1,000), a percentage of payroll (the Province of Quebec requires 1% for organizations with a payroll of $250,000 or more), or be modeled after systems where training budgets or 'events' are allocated to employees on a yearly basis. An examination of investments in professional development and training should include innovative lower cost approaches. These could include several organizations creating a training program together and then delivering to their own staff, or the collaborative development of a professional development seminar in which staff from different organizations can participate.

The background research and the survey results all raise the question of capacity throughout the nonprofit sector. As anticipated, the survey results frequently revealed differences between small, mid-sized and large organizations. It is evident that the majority of organizations captured in the survey are not spending, or do not have access to, sufficient financial resources to meet the training and professional development needs of the sector. It appears that small organizations may actually be spending more per employee than either mid-sized or large organizations, likely explained by the need within small nonprofits for more multi-tasking and multi-skilling. Nonetheless, small organizations also face

the greatest overall levels of financial stress.[13] Mid-sized and large nonprofits, while spending more on an organizational basis than smaller ones, appear to be spending significantly less on a per employee basis.

Mid-sized and large organizations appear to be in a stronger position because of their greater tendency to have professional HR management staff. We were able to see a clear connection between the existence of dedicated HR capacity and the inclusion of employees in decision-making regarding professional development and training, and the actual follow through on training commitments. However they, like small organizations, still face the pressures listed earlier and it is uncertain whether they have the financial resources necessary to meet their professional development needs.

The survey results suggest that there is a positive link between good HR practices and organizational follow through on training commitments. Practices such as the use of performance evaluations to identify training needs and the involvement of employees in training decisions seemed to yield good results in terms of training outcomes. It is clear that these practices are more prevalent among large organizations. The background paper found that workplace and HR practices must be (1) combined in **clusters** or bundles of reinforcing practices, (2) integrated to **fit** with the overall strategy of the organization, and (3) **supported** by managers, supervisors and the union if present.[14] The usefulness of available training that meets the needs of the sector requires follow-up with stakeholders. While it appears that a relatively low number of respondents indicated that the training they engaged in was not helpful, the significant portion that indicated that the training partially helped address a skill needs to be explored further. Stakeholders should be asked to help clarify if and where gaps in training exist and how they might be rectified. They should also explore how a particular professional development or training program is only one component in addressing a specific training gap as well as distinguishing other components.

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12. SHRM.
13. Public Policy Forum, Introductory letter by David Mitchell.
14. Background paper, p. 18.

Access to information is also critical, including how to get information on training programs that could be used to meet the needs of the nonprofit sector. This is a particularly important concern for smaller organizations. Cited in the survey as a barrier, it is also shown to be an important element in how small and mid-sized organizations are responding to and succeeding in accessing training information. The Public Policy Forum report shows how networking among the leadership of small organizations is leading to cost savings through partnerships and the creation of stronger economies of scale.[15] The survey data also revealed that individuals within the sector use networks as important sources of information about training.

The following key issues require further research in order to create a skills development strategy for the sector. Such strategies will need to be nuanced to suit different sizes and maturities of nonprofits:

- **Adequate financial and related resources**: Develop appropriate benchmarks for annual investments in professional development and training according to different sizes of organizations. Include issues of resource capacity and strategies to pool resources.

- **Priorities for professional development and training**: Confirm that strategic leadership, finances and fundraising and partnership development are priorities for organizations of all sizes and maturity.

- **Gaps in professional development and training**: Clarify if and where gaps exist and how they might be rectified. Explore how various components of professional development or training are combined and reinforced to address a specific gap.

- **Access to information**: Explore improving access information systems on professional development and training programs and how network development, particularly among small organizations, can be enhanced and supported.

- **Successful practices and innovations**: Examine ways to share information and lessons learned related to professional development/training practices and organizational follow through – what worked and what didn't – that might be applied to other organizations.

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15. Public Policy Forum, p. 1.

1   Introduction

This report examines some of the key pressures and challenges facing the nonprofit sector and is supported by data on actual organizational activity.

The Skills and Leadership Development Initiative is designed to develop a strategic skills development plan for the nonprofit sector in Canada. Several stages of the project have led to this report on the *Current State of Skills Development: The Canadian Nonprofit Sector* (*Current State Report*). Initially, secondary research on skills development strategies employed by the sector in Canada and internationally was captured in a background paper. Through building on that research and working closely with the HR Council for the Nonprofit Sector (HR Council) and the project's Advisory Committee, a survey was conducted to provide a sector-wide overview of professional development and training initiatives of nonprofits across Canada. The survey, *Understanding the State of Professional Development in the Nonprofit Sector*, identified strengths, gaps and future professional development and training needs.

This *Current State Report* incorporates key results of background research conducted by One World Inc. under the leadership of Dr. Morley Gunderson, and other reports including Imagine Canada's *Sector Monitor* report and the Public Policy Forum's *Adapting and Thriving Innovative Practices by Small and Medium Nonprofits Emerging from the Economic Downturn* report. This report examines some of the key pressures and challenges facing the nonprofit sector and is supported by data on actual organizational activity from the survey we conducted.

Approach and limitations to the survey

Consultants developed the draft survey questionnaire in collaboration with the HR Council and the project Advisory Committee. Key areas of inquiry included:

1. Demographics (organization size and type, geographic region served, budget, etc.)

2. Current skills and training practices of respondent organizations

3. Perceived skills and training needs of respondent organizations

The survey was administered online using [Fluid Surveys](). The survey construction included primarily closed questions (multiple choice and check-box); one ranking questions to identify priorities (choose top three); and a small number of open-ended questions.

The HR Council selected individuals representative of the target audience, including the project Advisory Committee, to pilot test the survey for clarity and ease of use in both English and French. Refinements to the survey were made based on pilot test feedback. The survey questions did not include any information to identify the respondents and results were reported in aggregate form only, with access to individual responses restricted to the research team and the HR Council.

A population approach was used to invite Canadian nonprofits of any size (from no employees to large organizations) to complete the survey.

A request for expressions of interest and applicability in survey participation were sent to the HR Council's e-list of about 9000 organizations, and the HR Council tapped into its networks for another 1000 e-mails; 356 indicated interest initially and received the survey invitation. A modified respondent-driven sample (RDS) was used to recruit participants. RDS has emerged as a technique for sampling hard to identify populations. Respondent driven sampling is a modified snowball or chain referral technique with a mathematical system for weighing the sample based on self-reported social network data to compensate for it not having been drawn as a random sample. Due to funding and time restraints a full RDS technique could not be deployed; as such, the project could only incorporate the referral portion of the RDS technique and could not incorporate the mathematical system for weighing the sample base. Survey respondents were invited to identify three other organizations to which the survey invitation could be sent and contacts in various networks were also asked to extend the invitation more broadly. Of the 772 completed surveys, participants representing almost 50% of the completed surveys provided a total of 377 referrals.

The survey was open for responses for a seven-week period beginning May 01, 2011 and ending June 30, 2011. Consultants provided weekly reports to monitor the overall response rate and the participation of respondents from various sub-groups based on organization size (large, mid-sized, small and no employees). Referral information provided by respondents was forwarded to the HR Council, who sent out follow-up survey invitations.

All survey questions were set to 'mandatory' until June 7, when all were set to 'optional' to encourage survey completion. The rate of survey completion when the questions were set to 'mandatory' was comparable to the rate for the 'optional' setting. It is impossible to determine whether the completion rate would have been higher in the initial sample with a setting of optional. Despite having changed the setting to optional, respondents infrequently skipped questions. Although respondents could begin completing the survey, exit and return later to finish the saved survey, the survey platform did not allow for reminders to be sent out to individuals who had only partially completed the survey.

Analysis of the results was performed using Fluid Surveys in combination with Minitab for cross-tabulations of data. Excel was used for group cross-tabulations, which were presented in the form of graphs. A statistics expert worked with the consultant team to develop the analysis plan, which included a summary of frequency and percentages for closed questions and content analysis for open-ended questions, which consisted primarily of 'other' responses for select questions.

Statistical testing could not be undertaken because of data limitations due to the unknown total sample frame. In the absence of an accessible population based sampling framework for nonprofits, a modified RDS technique was selected to generate participants. Since no comprehensive data frame enumerating the population of interest exists, the data does not allow us to define a denominator for estimating population percentages. The value of the snowball or chain referral sampling methodology is that it allows us to sample as many respondents as possible, although a limitation of this approach is that there is no way to characterize the subpopulation of respondents and how they relate to the total population of nonprofits. While survey

respondents almost certainly represent the target population more effectively than a simple sample drawn from a prior list of potential candidates, the unknown biases that remain are such that it is simply not appropriate to carry out formal statistical testing for differences between the different groups. This is because we cannot be assured that different groups are equally represented by our sample.

Nonetheless, obtaining 772 completed surveys provides a significant number of responses that describe skills development activities and issues in the Canadian nonprofit sector.

Context and background

The nonprofit sector represents 7.2% of Canada's paid workforce and has an annual payroll in the neighbourhood of $22 billion.[16] According to research published by the Canadian Policy Research Network (CPRN) in 2009, the nonprofit sector employs 11 times more people than the automotive industry and four times more than the agricultural sector – and contributes as much to the gross domestic product as other major sectors of the economy.[17] In other words, our country benefits doubly from nonprofits: through both economic contributions (employment) and the social contributions made through the provision of services to individuals and communities in Canada.[18]

The fields of activity covered in the sector are enormously varied. Health and social services, arts and culture, sports, recreation, environment and housing are but a few examples to which most can relate. As for employment, similar to the private sector, the majority of employers (57.5%) are quite small, employing about one to four people. Overall, these small employers represent 6.9% of employment in the sector. On the other hand, there are a small number of large employers (3.1%) who employ 100 or more employees. Overall, these large employers represent 53.4% of employment in the sector.[19]

There are a number of important factors that are driving the need for a leadership and skills development strategy for the nonprofit sector. Internally, the sector faces the same demographic pressures as all sectors in Canada: an aging workforce, low birth rate and the need to be able to attract and train new employees and leaders to replace those who will be retiring. Demographic changes also reflect greater diversity, with the ranks of new workers increasingly including Aboriginal Peoples, new immigrants and people with disabilities.[20]

The sector is also facing a great deal of external pressure, adding workload and creating new stresses around financial capacity and ongoing stability. On the workload front, the sector has to respond to a number of trends occurring in government and the broader public sector. A shift in health care has resulted in many patients moving out of hospitals and back home; creating demands for more community based and home care support. Governments have been reviewing their roles in the fields of social services and housing and nonprofits have been providing services to address certain gaps. These trends are occurring at a time when the populations of those served by nonprofits (including the elderly, Aboriginal Peoples and new immigrants) are increasing.[21]

The nature of much of the funding for nonprofits has also changed. In some cases it is simply a matter of governments reducing their levels of funding and in other cases it is a shift away from 'core' funding arrangements to project-based funding, where nonprofits have to compete for short-term funds designed to address specific problems. Another challenge that the sector faces is the increased need for nonprofits to meet new standards of financial and service accountability. Some of these changes can affect the establishment of longer-term commitments with staff. There are also indications that private fundraising is also under stress, as many reliable donors are weathering the impact of the economic downturn.[22]

16. http://www.hrsdc.gc.ca/eng/workplaceskills/sector_councils/information.shtml, p. 1.
17. http://hrcouncil.ca/labour/overview.cfm, p. 1.
18. OWI Proposal, p. 21.
19. http://hrcouncil.ca/labour/statistics.cfm, p. 1.
20. http://www.vsi-isbc.org/eng/hr/pdf/nli_brochure.pdf, p. 2.
21. Ibid.
22. Public Policy Forum, p.1.

A sector wide leadership and skills development strategy is critical if the sector is to continue to grow and play a vital role not only as major sources of employment but also as agencies responsible for a growing role in the delivery of services. Training and professional development is needed to enable the integration of new workers into the sector. It must also equip both new and existing workers with the skills and competencies to provide the sector with the strategic leadership and financial management capability that it will need in the future.

A number of skills development strategies, largely from the private sector, provide examples of how employers have used skills strategies to deal with emerging skills needs. These include:

- Job rotation (for example, when a receptionist/ general administrative support person has occasional or regular opportunities to work in fund development or marketing) and multi-skill training to do the different jobs and to facilitate this multi-tasking (for example, offering computer software training to a group of administrative staff, regardless of whether they will be using the particular software frequently).

- Workplace teams, quality circles and employee involvement to utilize the skills and knowledge from those closest to the product and service delivery (for example, encouraging the use of cross-organization workplace teams that break down silos and foster workplace learning, or setting up lunch-and-learn sessions in the staff cafeteria).

- Professional development strategies to enhance skills, and also to foster the loyalty and commitment of employees who value career development (for example, actively engaging with staff in their professional development through contributing to the cost of external training, encouraging on-the-job training and mentoring, and integrating career development into performance evaluation).[23]

The following are examples of successful employer strategies and lessons along with efforts taking place internationally. Key strategies that have emerged include the following:

- Alterations in the workplace and HR practices to enhance productivity and competitiveness with

success enhanced when they were combined in reinforcing clusters, integrated to fit with the overall organizational strategy and supported by managers.

- Training tends to be more successful when it involves upgrading those who are already skilled and educated and builds on a foundation of basic education and literacy.

- Older workers have more difficulty in absorbing training, although their absorption is facilitated if it is geared to their specific needs.

- A small number of Canadian studies have found no statistically significant relationship between training and firm productivity, except in the case of computer training.

- Professional development programs appear to be successful, but this is generally based on case studies that involve self-reports and they seldom link these perceptions to ultimate performance measures.[24]

External pressures (such as government program reviews, growth of at-risk populations, the economic downturn, changes to funding models) along with challenges associated with internal workforce demographic changes (need to replace retiring staff, need to ensure that staff have the training and skills necessary to function in the new, challenging environment) are driving the need for the sector to embrace a strategy for professional development and training.

Having examined some of the literature on the importance of professional development for the sector, we can now look at the results of the survey of skills development activities to gain insights into what is actually happening on the ground.

The analysis of the survey results is divided into the following sections:

- Demographics of organizations in the sector
- Current professional development and training activities
- How organizations address professional development and training needs
- Resources, challenges and barriers

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23. Background paper, p. 7.
24. Background paper, p. 9.

2   Demographics of organizations
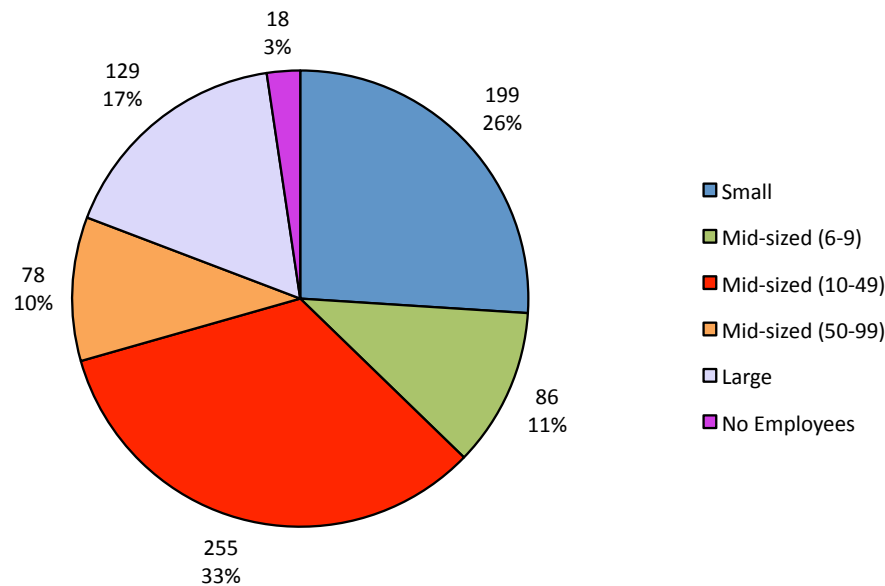
Sector population

As indicated earlier, a survey of organizations in the nonprofit sector was conducted in May to June 2011. A total of 772 completed surveys, including 377 as a result of participant referrals, were received. A determined effort was made to obtain survey responses from all sizes of organizations within the sector (see results in Figure 1). Survey respondent organizations were categorized as small (1-5 employees), mid-sized (6-99 employees) or large (100 or more employees) to be consistent with the HR Council's *Labour Force Study* and with other recent studies examining the Canadian nonprofit sector.

About half of respondents were considered to be mid-sized (54%), meaning that they currently employed between 6 and 99 employees. A further 26% of respondents were from small organizations employing 1 to 5 employees (in fact small organizations actually represent 57.5% of the sector and as such were under-represented among survey respondents). And 17% of respondents were employed by large organizations, defined as those with more than 100 employees (the effort to recruit a range of organization sizes was successful, as large organizations make up only 3.1% of the sector). In addition, 2% of respondents indicated that their organization had no employees at this time. In response to a question about unionization, the majority of respondent indicated their employees are not unionized (83%), with others indicating that some (5%) or all (11%) of their employees were unionized.

The chart on the following page provides a clear picture of the respondent breakdown by size of organization, including a more detailed look at the breakdown of mid-sized organizations.

Most (90%) organizations indicated that they have been in operation for more than 10 years. Thus, it is very important to note that the survey is largely reporting on the skills development needs of mature organizations.

Figure 1: Organization size

Legend:
- Small
- Mid-sized (6-9)
- Mid-sized (10-49)
- Mid-sized (50-99)
- Large
- No Employees

Values shown on chart:
- 18 / 3%
- 129 / 17%
- 78 / 10%
- 199 / 26%
- 86 / 11%
- 255 / 33%

Areas of activity

Survey respondents indicated that their organizations were involved in a range of activities. The most frequently identified main activities of respondent organizations were social services (48%).[25] Main activities identified less frequently included health (18%), community development and housing (18%), arts and culture (11%), education and research (11%), and philanthropy and volunteerism (10%). A smaller number of respondent organizations were involved in sports and recreation (6%), environment (4%), international (3%), and religious activities (1%).[26]

Sixty-two percent of respondents indicated that they were stand alone, i.e. not affiliated to larger provincial or national bodies. In fact, 58% indicated that they provide services in their local areas, and a further 35% operate at a provincial or territorial level.

Main activities of organizations were examined. By far the largest portion of respondent organizations indicated that their main activity was social services (48%), and a good cross-section of other sub-sectors were represented: community development and housing (18%); health (18%); education and research (13%); arts and culture (11%); philanthropy and volunteerism promotion (10%); advocacy, politics and law (9%); and 'other' (16%). A small number of organizations indicated that their main activities were sports and recreation (6%), environment (4%), international (3%), and religious (1%).

When examined by size of organization, unsurprisingly, social services was the most frequently selected main activity of organizations of all sizes: large, 37%; mid-sized, 34%; and small, 19% (for more findings, see Appendix A).

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25. 'Social services' is an umbrella category for human and social services, including child services, day care, youth services, family services, services for the handicapped, services for the elderly, temporary shelters, refugee assistance, income support and maintenance.

26. Other responses (16%) included areas of activity such as AIDS service organization, animal-related (zoo, animal-assisted therapy), capacity-building (community economic and social development, volunteer, higher education in developing countries, people engagement, research and training), childcare, community/health centre, dog registry, employment (services, counselling), education (agriculture, environmental, open/distance, school board, teachers' association), emergency/crisis support (disaster prevention/relief, food bank, shelter, crisis intervention and suicide prevention), harbour authority, health charity, housing support (emergency, mental illness), hospital foundation, immigrant settlement, labour market research/projects, literacy, mediation and training, museum, regulatory, rural services/supports, seniors (support for daily living), social enterprise, justice, tourism, trust fund management, venture philanthropy, volunteer services (centre, info/referral), workforce planning, youth, etc.

Figure 2: Location of respondent organizations

Response	Chart	Percentage	Count
Alberta		18%	141
British Columbia		18%	142
Manitoba		5%	41
New Brunswick		3%	21
Newfoundland & Labrador		4%	28
Northwest Territories		1%	5
Nova Scotia		3%	24
Nunavut		0%	1
Ontario		37%	284
Prince Edward Island		1%	5
Quebec		5%	42
Saskatchewan		3%	26
Yukon		1%	9
I do not wish to answer this question		0%	3
		Total Responses	**772**

- For large and mid-sized organizations, other key activity areas included health (12 to 15%) and community development/housing (13%).
- Activities of small organizations were more evenly distributed across the nonprofit sector, with other frequently selected activities including arts/culture (13%), education/research (12%) and 'other' (16%).

As a result, locally and regionally based nonprofits with a social services focus were predominate in the findings from the survey. Nonetheless, a good cross-section of other organizational activities were represented and more evenly distributed in responses from small nonprofits.

Geographic representation

In general, the location of the respondents does reflect the distribution of the Canadian population. In particular, there is significant representation from Ontario (37%) and from the more populated provinces of Alberta (18%) and British Columbia (18%).[27] The relatively low response rate from Quebec (5%) reflects an agreement between the HR Council and the Comité sectoriel de main-d'œuvre de l'économie sociale et de l'action communautaire (CSMO ÉSAC).[28]

Financial status

The survey reveals some interesting data regarding the stability and, in some cases, modest growth that has taken place in the sector in the past three years. 86% of respondents indicated that, in the past three

years, they had either increased their numbers of staff (48%) or stayed at the same level (38%). As for operating budgets, 81% indicated that there had been an increase (55%) or that they had stayed the same (26%).

While these figures appear to be encouraging, they must be considered with some caution. A proportionately higher number of large and mid-sized organizations responded to the survey and 90% of respondents were from mature organizations (having existed for 10 or more years). Such organizations are more likely to have a stable source of funding based on ongoing relationships as well as an earned reputation.[29] The existence of established and longer-term sources of funding would place organizations in a better position to weather environmental changes, which could explain their positive outlook. In addition, as addressed in the background paper, there has been an increase in service demands caused by increases in client populations (Aboriginal Peoples, new immigrants, etc.) that are served by nonprofits. Client populations have also been increasing as a result of governments vacating certain areas of public service. According to Imagine Canada's *Sector Monitor* report,

"About half of organizations face challenges carrying out their mission and almost one-quarter are at risk."[30] "Just over half of organizations forecast difficulty covering expenses at some point in the next 2 years."[31]

The same report goes on to indicate higher stress levels and funding pressures for smaller organization. In spite of the difficult challenges faced by the sector, most of the organizations surveyed indicated a high level of confidence in the future. The *Sector Monitor* data was also analyzed by the Public Policy Forum who noted that,

"Addressing these challenges during the last three years has forced many small and medium nonprofits to re-evaluate how they work. Some organizations appear to be doing relatively well – they are adapting and thriving."

When considering the survey findings, it is important to be aware of the impact of respondent demographics on the survey results. While there was representation from all sizes of organizations, there was a higher level of representation from larger organizations. In addition, almost half of the organizations were involved in social services. Coupled with the fact that 90% of the respondents have been in business for 10 years or more, the survey findings more closely reflect the views of the more 'mature' or well-established members of the sector. Far less information was gathered on smaller, perhaps more fragile organizations that have recently been established in response to community needs and aspirations.

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27. http://www40.statcan.gc.ca/l01/cst01/demo02a-eng.htm
28. The HR Council has a Memorandum of Understanding with Comité sectoriel de main-d'œuvre de l'économie sociale et de l'action communautaire (CSMO ÉSAC) since 2005, that details the working relationship between the two organizations. This was established in light of their shared objectives of supporting the development of the workforce in the nonprofit sector. As such, the under-representation of Quebec nonprofits in the survey responses is a result of respecting the nature and intent of the MOU, which states the "HR Council recognizes the role, responsibilities and the area of jurisdiction of the CSMO ÉSAC, and will not intervene on its own in Quebec without the express agreement and/or collaboration of the CSMO ÉSAC". The skills development survey did not receive approval from the CSMO ÉSAC to purposely target and collect Quebec specific data. The Quebec data collected is a result of a respondent driven referral recruitment process that asked survey respondents to refer up to three other organizations. The referral contact information that was collected was reviewed on a weekly basis and any contact information that clearly indicated that the organization was located in Quebec was excluded from the referral recruitment process.
29. Note that respondents were not asked to identify their sources of organizational funding; government, donations, etc.
30. Imagine Canada's Sector Monitor, p. 1.
31. Ibid, p. 2.

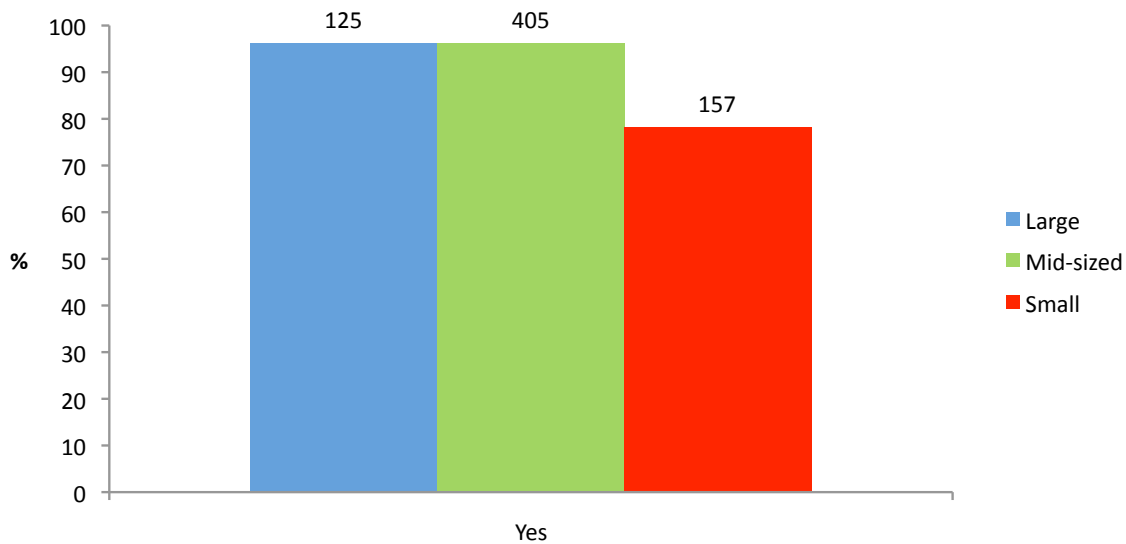# 3 Current professional development activities

Participation in training

In examining the current status of skills development in the sector, it is clear that there is a solid base of activity from which to build. In spite of all of the challenges, it is apparent that nonprofits have a commitment to training. The survey data indicates that nonprofits are engaging in professional development and training (90% in the past 3 years).

Although participation in training was slightly lower for smaller organizations, there were strong levels of participation from all sizes of organizations (78% of small organizations, and 96% of mid-sized and large organizations).

Levels of training activity were also compared by geography and main activity(ies) of organizations. Those results were very similar to the 90% of all respondents who indicated that their organization had participated in professional development and training in the past three years.

The survey also asked which specific types of professional development or training nonprofits had undertaken. The types were grouped into six categories for analysis, as shown in Figure 4 on the next page.

Figure 3: PD/Training (last three years)

Figure 4: Category groupings for specific types of prefessional development training

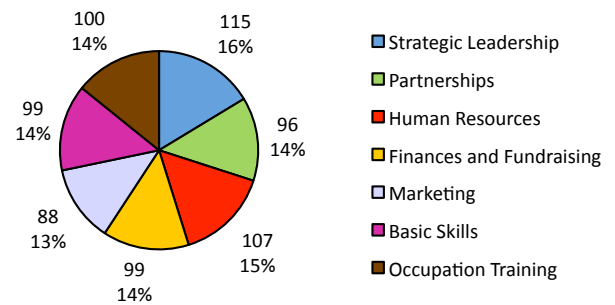|	
Strategic Leadership	**Finances and Fundraising**
Leadership	Financial management
Strategic planning	Proposal / grant writing
Project / program management	Fundraising
Change management	Entrepreneurship / innovation
Risk management	
Monitoring and evaluation	**Marketing**
	Communications / marketing / public relations
Partnerships	Social media
Collaborating / partnering with other organizations	
Negotiating / influencing / advocacy	**Basic Skills**
Community development	Essential skills (literacy, numeracy)
Cultural competency	Language competency (ESL/FSL)
	IT / computer literacy
Human Resources	
HR management of paid staff	**Occupation / Profession-specific Training**
Management of volunteers	

Strategic leadership, finances and fundraising, and partnership were the most frequent types of professional development or training undertaken (16% to 19%, 14% to 18%, and 14% to 16% respectively; see Figures 5a-c on the next page). These options were consistently selected by organizations of all sizes.

It appears the nonprofits captured in this study, with an emphasis being placed on strategic leadership, finances and fundraising, and partnership are consistent with the issues detailed in the background research as being fundamental to the growing needs of the sector. For example, the Public Policy Forum includes in their recommendations that the sector,

"Invest in strengthening governance, professional leadership, and organizational capacity to implement the plan."[33]

Their report also recommends that the sector leverage strategic partnerships that could help to reduce overhead costs and improve fundraising.[34]

Figure 5a: PD/Training in large organizations (last three years)

- Strategic Leadership
- Partnerships
- Human Resources
- Finances and Fundraising
- Marketing
- Basic Skills
- Occupation Training

Figure 5b: PD/Training in mid-sized organizations (last three years)

- Strategic Leadership
- Partnerships
- Human Resources
- Finances and Fundraising
- Marketing
- Basic Skills
- Occupation Training
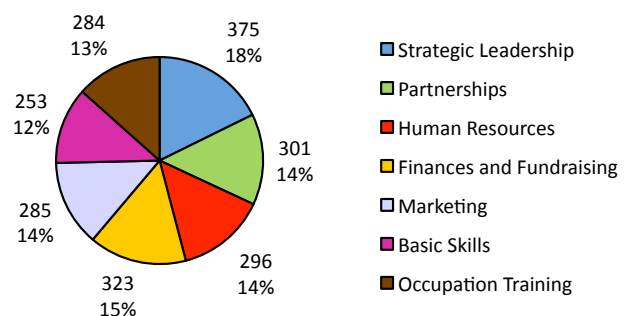
Figure 5c: PD/Training in small organizations (last three years)

- Strategic Leadership
- Partnerships
- Human Resources
- Finances and Fundraising
- Marketing
- Basic Skills
- Occupation Training

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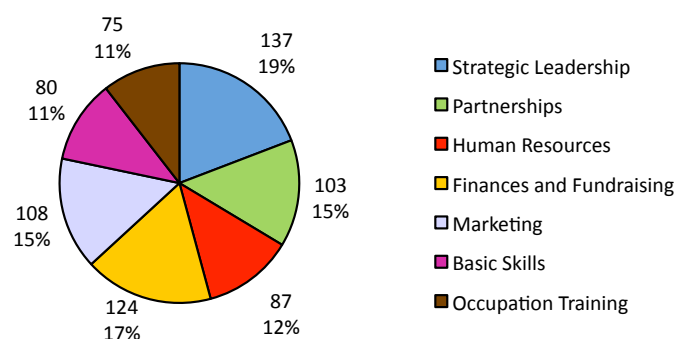
33. Ibid, p.6.
34. Ibid.

Usefulness of training

The survey asked respondents to consider the usefulness of the training. Generally, respondents indicated that the training was helpful in filling a training gap. Using the same category groupings for types of professional development or training (see previous page), the following list shows the proportion of respondents that indicated a particular category of professional development or training that had been helpful or partially helpful in filling a training gap:[35]

- Occupational training (84%)
- Strategic leadership (82%)
- Marketing (81%)
- Human Resources (79%)
- Finances and fundraising (77%)
- Partnerships (76%)
- Basic skills (67%)

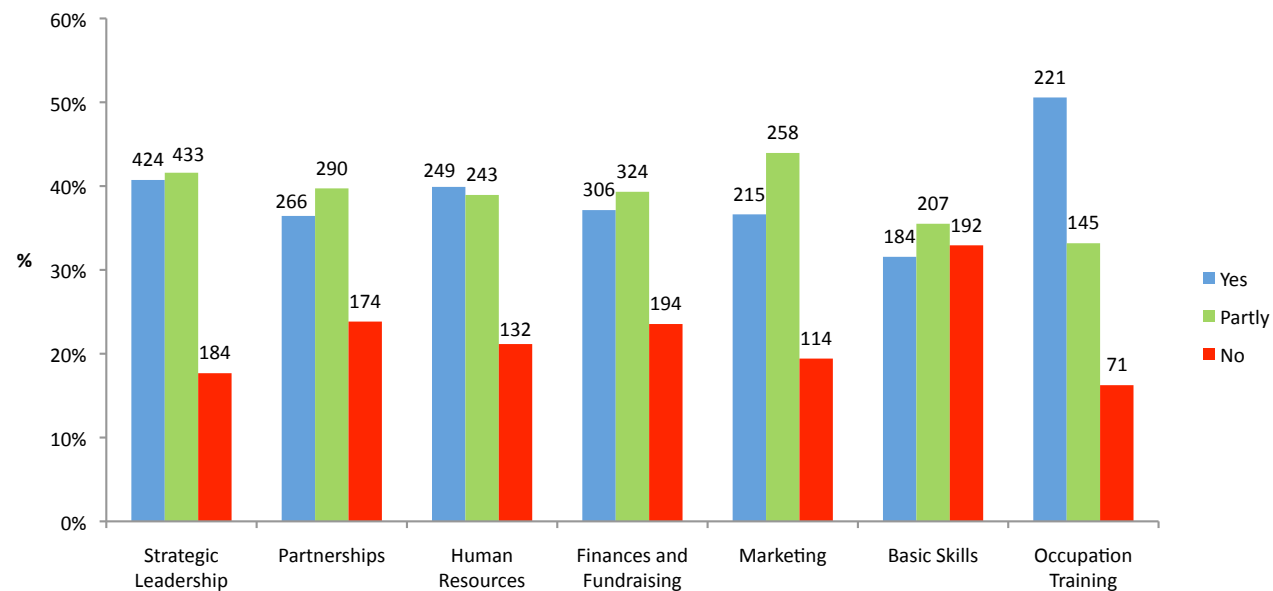Other than occupational training and basic skills, the percentage of respondents who selected 'yes' or 'partly' in answer to whether a particular gap was addressed by specific training was roughly the same (see Figure 6).

Figure 6: Did training address gap? (all organizations)

Based on the six category groupings in Figure 4, for all categories, the percentage of 'yes' responses ranged from 32% to 51% and 'partly' answers ranged between 33% to 44% of respondents. Noteworthy is the relatively high number of respondents who indicated that the training was only partially helpful. This may well be a positive response in that a specific training activity is seldom expected to be a complete solution to address an organizational training gap.

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35. The percentages here include only those respondents who both used the type of professional development/training, and indicated that it had been helpful or partially helpful in filling a training gap.

On the other hand, the fairly high number of participants who indicated 'partly' responses may reveal something about the challenges in finding training that is suited to the needs of the sector. Other than for occupational training (where 51% selected 'yes' and 33% 'partly') and HRs (39% 'yes'; 39% 'partly'), all other categories of professional development and training had a higher percentage of 'partly' than 'yes' responses. To explore this question further, it is useful to examine whether the 22 specific professional development or training activities proposed as options in the survey addressed identified gaps (see Appendix B for the detailed breakdown by organizational size).[36] Some of the key findings when considering the details include:

- The number of 'partly' responses is quite high in the specific activities that make up the **strategic leadership** category. In particular, 41% to 51% of large organizations indicated that they found specific training 'partly' helpful in this category, including 51% regarding change management. Interestingly, small organizations generally found strategic planning to be helpful (54% said 'yes' compared to 49% for mid-sized and 47% of large organizations).

- There are also some cases where the 'partly' combined with those that said 'no' is quite high. For example, negotiating/influencing/advocacy, 67% of small, 74% of mid-sized and 78% of large organizations answered either 'no' or 'partly'. Another component of the **partnerships** category, community development, also had high 'no' or 'partly' responses: small, 68%; mid-sized, 66%; large, 74%.

- On the other hand, **HR management** training was generally found to be helpful, particularly for management of staff: 79% of small and mid-sized organizations and 91% of large organizations selected 'yes' or 'partly'.

- The finances and fundraising category had mixed results for all sizes of organizations. For proposal/grant writing, 68% of small, 67% of mid-sized and 75% of large answered either 'no' or 'partly'. For entrepreneurship/innovation, 81% of small, 76% of mid-sized and 84% of large organizations answered either 'no' or 'partly'.

- For language competency, 84% of small, 85% of mid-sized and 65% of large organizations answered either 'no' or 'partly'. For both essential skills and language competency, there were very high percentages of respondents who indicated 'no', suggesting that quality **basic skills** training (other than IT/computer literacy) are quite elusive for the nonprofit sector.

- Only in the category of **occupation/profession-specific training** did organizations generally find the training to be fully or partly helpful: large, 94%; mid-sized, 83%; and small, 77%. Nonetheless, in this important category of professional development/training, small organizations have more difficulty meeting their training needs.

What this tells us is that while we tend to interpret results in a positive way by combining 'yes' and 'partly' responses, we must be cautious and remember that respondents have gone on to tell us that they often have a difficult time in finding training that meets their needs. We also see them express a preference for in-house and on the job training, likely as a means to control costs, but likely also to ensure that the trainers understand the needs of the sector.

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36. Note that the following results focus on the 22 specific training activities posed as options in the survey, not the 6 categories that these specific activities have been grouped into for the purposes of this report.

4 Addressing professional development needs

Respondents, particularly large and mid-sized organizations, reveal a relatively high level of professional HR practices with respect to the identification of training needs.

Management systems and capacity

Critical to the implementation of effective professional development strategies is the ability of organizations to assess skills needs and then to be able to embark upon a course of action to meet those needs.

Respondents, particularly large and mid-sized organizations, reveal a relatively high level of professional HR practices with respect to the identification of training needs:

- 64% use performance reviews to assess training needs
- 63% involve employees in training selection
- 50% integrate professional development into strategic planning
- 47% have a dedicated HR function or responsibility
- 41% have written policies on professional development and training in place

While the survey results indicate that many nonprofits within the sector are using these professional HR practices, the data also reveals that between one-third and one-half of organizations do not employ these practices. There appears to be a clear link between organizational capacity (size) and internal HR capacity. The table on the following page (Figure 7) illustrates clearly, and not surprisingly, that it is the large and mid-sized organizations that are most likely to have a formalized approach to training and the organizational structures (dedicated staff, policies, etc.) to support it.

Figure 7: HR Management Practices
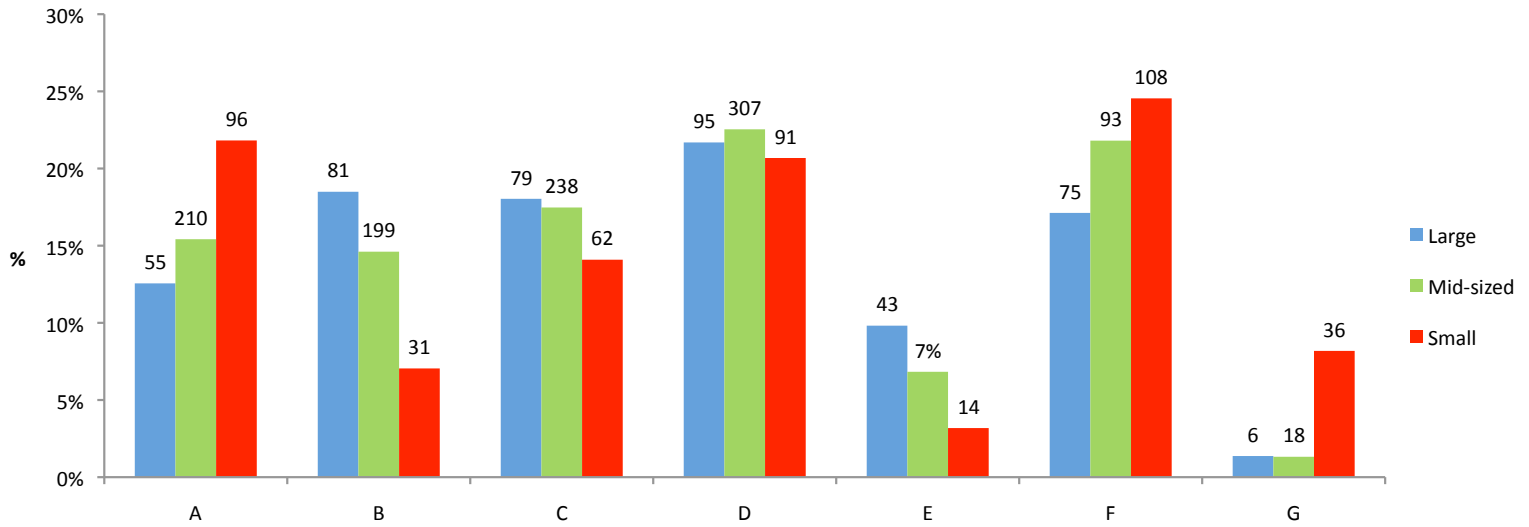
Legend
A-The person(s) responsible for professional development is/are also responsible for managing or coordinating human resource issues
B-We have a formal written policy on professional development for employees
C-We incorporate professional development needs into our strategic or operational planning
D-We assess employee professional development needs through performance reviews
E-We assess employee professional development needs through employee surveys
F-Employees participate in planning and selecting training
G-We do not allocate resources (time or money) to professional development

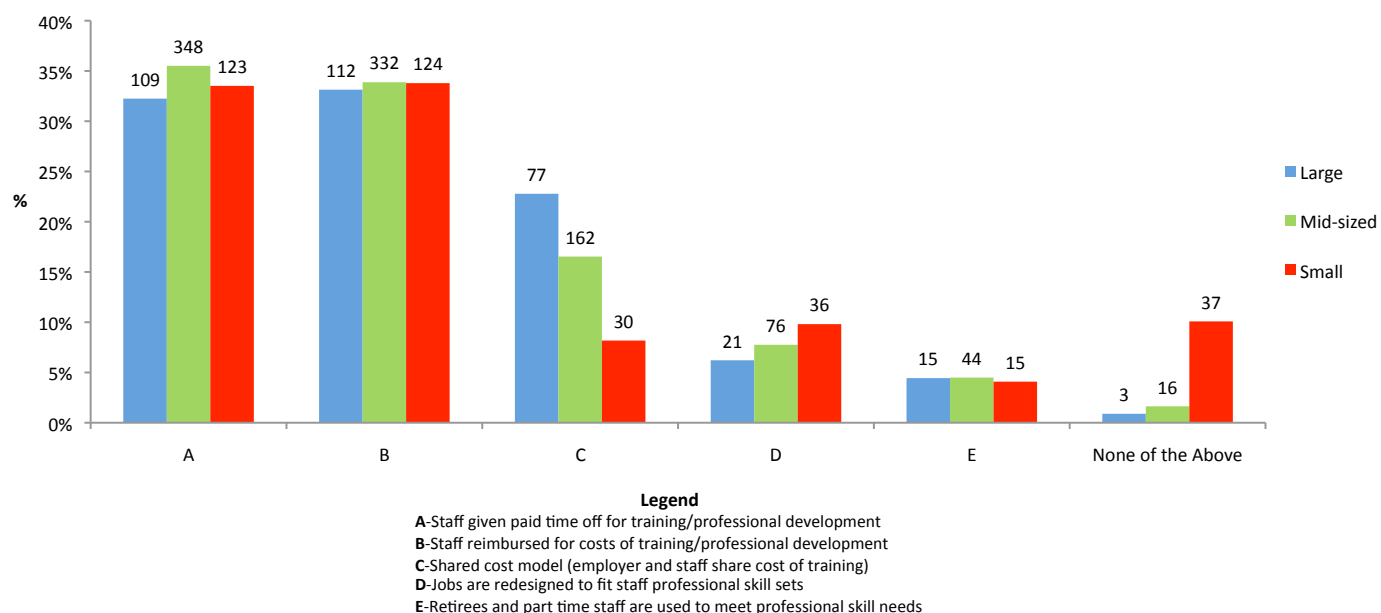A few key observations from the data include:

- Small organizations (22%) more frequently indicated that the person(s) responsible for professional development in their organization is also responsible for managing or coordinating HR issues, in comparison to large (13%) and mid-sized organizations (5%).

- Small organizations (7%) less frequently indicated that they had a formal written policy on professional development for employees in place in comparison to large (18%) and mid-sized (15%) organizations.

Three-quarters of respondent organizations indicated that providing staff with paid time for training/professional development (75%) or reimbursing staff for related costs (74%) were among the strategies they used to support professional development or other training in the past three years. Other strategies selected less frequently by respondents include using a shared cost model (35%), redesigning jobs to fit staff professional skill sets (17%), or using retirees and part-time staff to meet professional skill needs (10%). Some respondents (11%) indicated not using any of the listed types of training.

While the use of these strategies was fairly consistent across all sizes of organizations, there were some differences based on organizational size (and likely an indicator of financial capacity, which is also reflective of organizational size). The figure on the following page (Figure 8) illustrates the various strategies used to support professional development and training by size of organization.

Figure 8: Other training supports (last three years)

Legend
A-Staff given paid time off for training/professional development
B-Staff reimbursed for costs of training/professional development
C-Shared cost model (employer and staff share cost of training)
D-Jobs are redesigned to fit staff professional skill sets
E-Retirees and part time staff are used to meet professional skill needs

From the following chart (Figure 9), we can make the following observations:

- Respondents from small, mid-sized and large organizations most frequently selected providing staff with paid time for training/professional development (32%; 36%; 34%, respectively) or reimbursing staff for related costs (33%; 34%; 34%).

- Large (23%) and mid-sized organizations (17%) also indicated using shared cost models among the strategies to support professional development more frequently than small organizations (8%).

- Large, mid-sized and small organizations less frequently indicated redesigning jobs to fit staff professional skill sets (6%; 8%; 10%, respectively) or using retirees and part-time staff to meet professional skill needs (4% for all organization sizes).

- Small organizations (10%) and organizations with no employees (52%) most frequently identified using none of the listed strategies compared to large (1%) or mid-sized (2%) organizations.

Figure 9: Comparing HR strategies and training delivery
(by number of respondents)

(772 total respondents)	We assess employee professional development needs through performance review	Employees participate in planning and selecting training	Both options
Staff given paid time off for training/professional development	431 (56%)	412 (53%)	329 (43%)
Staff reimbursed for costs of training/professional development	423 (55%)	403 (52%)	323 (42%)
Both options	371 (48%)	351 (45%)	290 (38%)

The importance of HR systems and capacity is illustrated by the data below. Figure 9 suggests that there is a link between evaluating employee performance, involving employees in planning and selecting training, and financial supports for training in the workplace. For example, 56% of the organizations where staff were given paid time off for training also used performance evaluations to determine need. Moreover, 55% of the organizations where staff had been reimbursed for the cost of training/professional development also used performance evaluations. In addition, 53% of the organizations where staff were given paid time for training also included employees in planning and selecting of training. Fully 45% of the organizations where staff had been given paid time off and reimbursed for cost of training/professional development also included employees in the planning and selecting of training.

The data on management and systems capacity brings us back to the question of financial capacity. Among larger and mid-sized organizations, there was a positive relationship between an organizations' HR management capacity and the actual delivery of training. Such capacity is much less likely to exist in small organizations. In addition, the allowance of time off for training and the reimbursement of staff costs either involve no new resources (staff are already being paid) or modest costs (reimburse expenses). There was a dropping off of small organizations when it comes to models involving additional costs such as the shared cost model.

Characteristics of training

Over the past three years, paid (degree/certificate or other externally provided training) courses that did not lead to accredited qualifications were the most frequent type of formalized professional development activities undertaken by respondent organizations (64%). Other types of formalized professional development activities undertaken by about one-third of respondents include distance learning (36%), paid courses that lead to professional

designations accredited by external bodies (34%), or a university/college (30%). About one-quarter of respondents (22%) indicated not undertaking any of the listed formalized professional development activities.

- Large and mid-sized organizations most frequently used paid courses that do not lead to accredited qualifications (32%; 35%); there was similar frequency of use of paid courses leading to accreditation by an external body (23%; 19%) or a university/college (20%; 16%) or distance learning (20%; 21%).
- Small organizations less frequently used paid courses leading to accreditation by an external body (12%) or university/college (10%), or used distance learning (13%) compared to large (20%) and mid-sized (21%) organizations.

The majority of respondent organizations (88%) do not have a current working partnership in place with a university or college to meet their professional development or training needs, with only 2% indicating that a partnership was under development and 10% indicating that a partnership was currently in place. With respect to these partnerships, respondents from large organizations more frequently indicated having partnerships in place (23%) compared to mid-sized (9%) and small organizations (6%). A small proportion of mid-sized (2%) and small (1%) organizations and organizations with no employees (5%) indicated having partnerships currently under development with a university or college to meet their professional development or training needs.

Informal training

The survey also examined organizational preferences in the area of informal training. The results showed that, over the past three years, there has been a clear preference for in-house training (63%). This approach could well be a reflection of nonprofits' efforts to contain costs by using existing staff as trainers and coaches. This finding might also reflect a view that internal staff are more likely to relate to and understand the needs of nonprofits.

- Other types of informal training used included coaching of own staff by other staff (58%), peer mentoring and skills training (57%), and mentoring of staff (52%).
- Respondents also indicated using inter-organizational professional development sharing (42%), work shadowing (31%) and cross-sectoral professional development sharing (30%).
- Some respondents (11%) did not use any of the options for informal training.

The strong preference for informal training likely reflects a desire to keep costs down, as evidenced by survey responses indicating that both costs and loss of staff time were critical obstacles to training not only in terms of the cost of outside trainers and courses, but also in the reduction of time that staff are required to spend away from their workplaces. Respondents also cited an inability to find training that was specific to the needs of the nonprofit sector. By relying on internal staff for training, non-profits cannot only better control costs, they can also better ensure training content that meets their particular needs.

Figure 10: Types of training used (last three years)

Legend
A-In-house training courses/workshops (provided by your manager or HR department)
B-Peer mentoring and skills sharing (internal or external)
C-Coaching of your own staff by other staff
D-Mentoring of staff (internal or external)
E-Work shadowing (staff shadow someone while they do their job)
F-Inter-organizational professional development sharing (with others in the voluntary sector)
G-Cross-sector professional development sharing (learning from peers in for-profit sector)
H-Cross-sector professional sharing (learning from peers in government)

Training sources

An examination of the delivery sources used can shed some light on how these sources can be leveraged for future professional development and training activity. In the past 12 months, the most frequent type of delivery sources used by respondent organizations for professional development or training needs were nonprofit training bodies (63%), private training bodies/consultants (62%), in-house staff trainers (54%), and universities/colleges (36%). Some respondent organizations also used colleges and/or universities (36%) and national or regional branches of their organization (21%). A small number of respondents (6%) indicated not using any of the listed types of delivery sources.

- Respondents who most frequently indicated that their organization used an in-house staff trainer as delivery source were those from large organizations (27%), followed by mid-sized organizations (22%), and small organizations (16%).
- Respondents from small (28%) and mid-sized (25%) organizations indicated using nonprofit training bodies as a delivery source; a slightly smaller proportion of respondents from large organizations (21%) indicated using this type of delivery service.
- Respondents from all sizes of organizations indicated using private training bodies/consultants, with a slightly greater proportion of respondents from large (27%) compared to mid-sized (25%) and small organizations (22%) indicating such use.

In considering preferred delivery sources for future training or professional development we see the preference for nonprofit sources expressed again. One-third of respondent organizations (32%) selected nonprofit training bodies as their preferred delivery source for the organization's next training exercise. Other preferred delivery sources selected by some respondents included private training bodies/consultants (20%), colleges and/or universities (11%), or national or regional branches of their organization (6%).

- Respondents from large organizations (29%) most frequently preferred an in-house staff trainer; a smaller proportion of respondents from small (11%) and mid-sized organizations (11%) preferred this type of delivery source.
- Respondents from mid-sized (33%) and small organizations (35%) preferred nonprofit training bodies; a smaller proportion of respondents from large organizations (22%) indicated preferring this type of delivery service.
- Respondents from all size sub-groups preferred private training bodies/consultants, with a slightly greater proportion of respondents from large (20%) and mid-sized organizations (23%) indicating this preference than small organizations (15%).

In considering future training and resource needs, a majority (53%) of respondents indicated that it was somewhat difficult to find information on training opportunities and a further 6% indicated that it was very difficult. While this is indicated as a challenge across all sizes of organizations it was somewhat less of a challenge for smaller organizations (46%).

Critical to where organizations seek out training opportunities is networking. When asked where they search for professional development or training, respondents indicated that they most frequently search through their professional network (84%), references from other people or agencies (73%), internet/blogs (67%) or personal networks (59%). Respondents less frequently identified social media (18%) or newspaper ads (7%) as sources to find training opportunities. The importance of professional networks (84%) and references from other people or agencies (73%) is not surprising. It is generally recognized that this is a reality for members of the business community and government as well. It does pose interesting questions around the capacity of small nonprofits and individuals who access these networks. The survey data does not give us clues as to the particular challenges facing small nonprofits in this regard. We do know, however, that small nonprofits are under somewhat more financial stress and are often turning to networking and partnerships as a means to finding ways to reduce costs and increase organizational efficiency.

The Public Policy Forum addresses this challenge for small and mid-sized nonprofits in building their networking capacity and partnerships. Their report indicates that small nonprofits have been turning to partnerships in response to the many pressures they face.

"Almost 70% of organizations studied and/ or developed new partnerships to reduce costs and/or enhance their impact, and 80% believe partnerships are critical to their success."[37]

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37. Public Policy Forum, p. 5.

Commitment to training

In spite of all of the challenges being faced by nonprofits, including financial stresses, survey results indicate quite a positive atmosphere concerning organizational support for training. Survey respondents revealed that there are strong levels of support for professional development and training in organizations of all sizes: 90% of all respondent organizations engaged in professional development or training in the past three years, representing 96% of large and mid-sized organizations and 78% of small organizations surveyed. Other examples of the support for training include:

- Staff attitudes towards learning and training are positive (77%)
- Leadership of our organization (board, management) supports training and professional development (76%)
- Providing professional development training has supported staff retention (58%)
- Good wage and benefit packages support retention (52%)
- Stable funding for our organization supports professional development (52%)

It is likely that organizational leadership recognizes the importance of professional development and training as an important element in attracting new employees to replace those who are retiring and also to equip organizations with the skills necessary to meet the leadership and delivery challenges both now and in the future. However, the survey did reveal some differences among respondents based on size. For example, respondents from small organizations (14%) somewhat less frequently indicated providing professional development as a support to staff retention compared to large (21%) and mid-sized (18%) organizations. This finding is likely related to the data discussed earlier (see Figure 9) that showed that small nonprofits were less likely to have formalized HR systems in place to ensure employee access to training.

5 Resources, challenges and barriers

A critical issue facing organizations is their ability to allocate sufficient resources to meet their immediate and future needs.

An important consideration for the planning of future professional development and training is an assessment of resources, challenges and barriers.

Resources

A critical issue facing organizations is their ability to allocate sufficient resources to meet their immediate and future needs. Determining the sufficiency of financial resources is much more difficult (if not impossible) to assess with any certainty. The survey data reveals that organizations in the nonprofit sector are investing in training, with size of organization being an important factor.

In the past 12 months, about half of respondent organizations (51%) had expenditures for training and professional development below $5,000. Among those organizations with expenditures greater than $5,000, most had moderate expenditures (28% between $5,000 and $19,999). A smaller proportion had expenditures in the higher ranges between $20,000 and $49,999 (8%) or $50,000 or more (5%), or indicated that training was provided by in-kind services, donated or delivered by a volunteer (3%).

Size of the organization (an indicator of financial capacity) is demonstrated as an issue in terms of overall financial stress although the data does not tell us that per employee spending is any different for small and mid-sized organizations than it is for larger organizations. When responses were compared by organization size, the annual expenditures on professional development and training were more frequently under $5,000 for smaller organizations compared to larger organizations: one to five employees, 83%; six to nine employees, 70%; 10 to 49 employees, 49%; 50 to 99 employees, 21%; and 100 or more employees, 14% (see Figure 11 on the next page).

Because of the importance of the availability of resources for training, Figure 11 was developed to illustrate the expenditure pattern more clearly. A more detailed look at the groups making up the mid-sized category confirms that there is a measurable growth in expenditures as organization size increases.

Figure 11: Annual training expenditure by organization size

	$0-$499	$500-$999	$1,000-$4,999	$5,000-$9,999	$10,000-$19,999	$20,000-$49,999	$50,000 or more	No Response	Total
1-5 Employees	43 (23%)	40 (21%)	74 (39%)	14 (7%)	5 (3%)	2 (1%)	2 (1%)	8 (4%)	188 (100%)
6-9 Employees	9 (10%)	11 (13%)	40 (47%)	16 (19%)	7 (8%)	0 (0%)	0 (0%)	3 (3%)	86 (100%)
10-49 Employees	10 (4%)	31 (12%)	84 (33%)	56 (22%)	39 (15%)	18 (7%)	2 (1%)	14 (6%)	254 (100%)
50-99 Employees	0 (0%)	3 (4%)	13 (17%)	17 (23%)	24 (32%)	14 (19%)	2 (3%)	2 (3%)	75 (100%)
100 or more	2 (2%)	1 (1%)	14 (11%)	20 (16%)	16 (13%)	30 (23%)	35 (27%)	10 (8%)	128 (100%)
Total	74 (10%)	89 (12%)	226 (30%)	123 (16%)	91 (12%)	64 (9%)	41 (5%)	41 (5%)	749 (100%)

While it is clear that larger organizations spend more on training annually than smaller ones, it is not clear that they are spending enough. Looking at the figures in more detail and accepting our inability to determine the adequacy of the resources devoted to meeting learning gaps, it appears likely that insufficient resources are being allocated (or are unavailable for) professional development. In larger organizations (100 or more employees), only 27% were spending over $50,000 on training, and 43% of large organizations were spending less than $20,000.

Examining the responses of small organizations (one to five employees), 44% spent less than $1,000 and 83% spent less than $5,000. Mid-sized organizations are broken out into the three groups here to provide a clearer picture of the relationship between expenditure and size. Of those organizations with six to nine employees, 70% spent less than $5,000 and fully 97% spent less than $20,000. Of organizations with 10 to 49 employees, 87% spent less than $20,000 and 94% spent less than $50,000. Finally,

of those with 50 to 99 employees, 76% spent less than $20,000 and 95% spent less than $50,000.

In addition, when asked to consider the general obstacles facing their organization's efforts at professional development, the obstacles most frequently identified were the inability to pay for staff trainers or courses (78%) or to free up staff time for training and professional development (63%).

Organizations were also asked to compare their spending on professional development and training over the past three years. Respondents indicated, similar to operating budgets and staff size, their annual expenditure on professional development and training activities either stayed about the same (47%) or had increased (37%). Few respondents (11%) indicated that expenditures were less than three years ago.

When examining responses for changes in training expenditures by the more detailed breakdown of organizational size, there was no clear relationship apparent between the number of employees and the change in expenditure. For example, organizations

with six to nine employees (42%) and those with 50 to 99 employees (47%) more frequently indicated having greater expenditure than other sizes of organizations (one to five employees, 34%; 10 to 19 employees, 36%; 100 or more, 36%).

There was some geographic variance among the changes in expenditures. Respondents from Saskatchewan (52%) and Nova Scotia (42%) indicated somewhat more frequently that their training/professional development expenditures were greater than three years ago compared to the full sample (37%). Relatively fewer respondents from Newfoundland/Labrador (32%), Quebec (31%), Manitoba (30%) and British Columbia (27%) indicated that their expenditures were greater.

Many organizations do have the ability to allocate funds for professional development and/or training. Close to three-quarters of respondents indicated that some (56%) or all (16%) of their funders and projects allowed for allocating funds for training/professional development, while only 22% indicated that none of their funders and projects allowed for this.

The survey findings do lead to the almost unanswerable question: "how much is enough?" One way this question might be answered would be to attempt to determine a reasonable annual expenditure per employee that is acceptable to the sector. Looking carefully at the survey results, it is possible to develop rough estimates of the amount that nonprofits spend 'per employee' by calculating the average number of employees and average amount spent on training, using the data in Figure 11 on the previous page. For example:

- Small organizations (one to five employees) most frequently reported spending between $1,000 to $4,999 on training in the previous 12 months. Calculating the averages for this group, such an organization would have 3.0 employees and would have spent $3,000 annually on training. Thus, the average annual expenditure per employee for this group can be estimated at $3,000 divided by 3.0 equals $1,000.

- Organizations with six to nine employees also most frequently reported spending between $1,000 to $4,999 on training in the previous 12 months.

Calculating the averages for this group, such an organization would have 7.5 employees and would have spent $3,000 annually on training. Thus, the average annual expenditure per employee for this group can be estimated at $3,000 divided by 7.5 equals $400.

- Similarly, organizations with 10-49 employees most frequently reported spending between $1,000 to $4,999 on training in the previous 12 months. This group would have, on average, 29.5 employees and would have spent $3,000 annually on training. Thus, the average annual expenditure per employee for this group can be estimated at $3,000 divided by 29.5 equals only $102.

- Organizations with 50-99 employees most frequently reported spending between $10,000 to $19,999 for training. With an average of 74.5 employees and an average training expenditure of $15,000, the average annual expenditure per employee can be estimated at $201 ($15,000 divided by 74.5).

- Finally, large organizations (100 or more employees) more frequently indicated that they spent $50,000 or more on training annually. Because averages cannot be determined for this group, the lowest number of employees (100) and the smallest expenditure in the range ($50,000) is assumed, for an estimated annual expenditure per employee of $500.

It is quite surprising to see that, using the above estimates of organizational spending, it appears that smaller organizations could actually be spending more on a per employee basis, followed by large organizations, with mid-sized organizations being the most challenged in terms of resources for professional development and training. While we cannot be definitive here, it is clear that organizations in the sector are not spending (or do not have the resources to spend) sufficiently on training and professional development.

We were unable to find a Canadian source that could suggest an appropriate or even an average level of expenditure on a per employee basis. However, according to the US Society for HR Management (SHRM), in 2004,

> *"The average annual expenditure per employee increased to $955 after remaining steady at $820 over the previous two years."*[38]

Based on the SHRM findings, a useful proposition might be that Canadian nonprofits should invest at least $1,000 per employee in professional development and training. If that amount was set as the benchmark, we would expect to see the spending on training by the sector to be much higher than reported in the survey. For example, organizations with 100 employees would need to allocate at least $100,000 to professional development and training annually.

Another approach to setting a benchmark for training expenditure could be to determine an appropriate percentage of total payroll. The Province of Quebec, for example, has enacted a law requiring firms with a payroll of $250,000 or more to allocate 1% of payroll annually to the training of their workforce, or to pay an equivalent sum into a national fund to support the development of workforce training – in other words, a training tax.[39] In the sector's terms, this would mean that an organization with a payroll of $500,000 would be required to allocate $50,000 to training.

Other options could include rotating training among employees from year to year, whereby all employees would have access to training but not on an annual basis. Alternatively, each employee could be entitled to participate in one training/professional development opportunity each year. An examination of investments in professional development and training should include innovative lower cost approaches (i.e. several organizations creating a training program together and then delivering to their own staff, or collaborative development of a professional development seminar in which staff from different organizations can take part). All of these practical approaches, likely in use by many organizations, do not enable us to establish a benchmark for actual amounts being spent on training.

It is clear that further work will need to be done in order to suggest reasonable levels of financial and other resources for professional development and training. Follow-up discussions with stakeholders could explore the resource question in more detail so that appropriate strategies and benchmarks could be determined.

Obstacles to training

While financial resources present the most prominent obstacles to training, organizations indicated that they faced others. The obstacles most frequently identified were the inability to pay for staff trainers or courses (78%), or to free up staff time for training and professional (63%) development. Other obstacles included:

- Not having a solid assessment of training needs (31%)
- Not having the desired type of training available locally (31%)
- The training available is not specific to the non-profit sector (25%)
- Lack of internal career development opportunities (23%)
- Difficulties recruiting staff with the necessary skills (19%)
- Staff turnover is too high to warrant extensive training (11%)

There were some interesting similarities and differences in the views expressed by small, mid-sized and large organizations. On the question of inability to pay for staff courses or trainers, there were high levels of consistency (small, 72%; mid-sized, 80%; large, 85%), although the number is somewhat lower for small nonprofits. This corroborates the estimate that small nonprofits might actually be spending more per employee on training than large ones. It is most likely that the spending levels

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38. SHRM. It should be noted that, in 2004, the American dollar was worth an average of $1.30 Canadian, so the $955 USD per employee would have been equal to about $1,240 Cdn (see: http://www.bankofcanada.ca/rates/exchange/exchange-rates-in-pdf/). Using the Consumer Price Index to determine inflation, the equivalent per employee cost would be $1,425 Cdn in 2011 (see: http://www.bankofcanada.ca/rates/related/inflation-calculator/).
39. http://www.hrsdc.gc.ca/eng/labour/employment_standards/fls/research/research18/page07.shtml

in small organizations are reflective of the need for more multitasking on the part of management and staff. They have to be able to 'do it all,' from service delivery to fundraising and report writing to HR/financial management. It is also likely that some of their reported financial expenditure is actually a cost of on the job and other in-house training. Moreover, it speaks volumes about the innovation and resiliency of small nonprofits. This is not surprising to see as it is the small nonprofits that face the greatest levels of stress within the sector and, as a result, they have become

"nimble, innovative, and resourceful. They successfully respond to pressures."[40]

Similarly, the ability to free up staff time for training is surprisingly less of a problem for small and mid-sized organizations than it is for large ones (small, 52%; mid-sized, 67%; large, 78%).

Another issue raised, although of less importance, was not having a solid assessment of training needs. There were slightly lower numbers for smaller organizations, perhaps because of a small staff working in close proximity, compared to mid-sized and large organizations (small, 28%; mid-sized, 30%; large, 36%). Again, because smaller organizations are facing greater levels of stress, they are likely more keenly aware of the need for the skills necessary to adapt to the future. This keen awareness is demonstrated by respondents from small organizations who indicate a significant increase in the importance of training in the areas of strategic leadership and finances and fundraising in the next three years.

A few other observations regarding the sizes of organizations include the following:

- 34% of mid-sized organizations and 28% of small organizations indicated that the type of training desired was not available locally whereas for larger organizations it was (24%).

- 29% of mid-sized and 26% of large organizations indicated that the training available was not specific to the nonprofit sector. Only 18% of small organizations expressed this view.

These points reinforce the view that access to suitable training to meet the unique needs of the nonprofit sector is an important issue. These needs are likely related to such factors as the trend to short-term project funding making fundraising more of an ongoing challenge, the demands of managing highly educated and passionate staff and the added complexities of working with community-based volunteer boards. The difficulty in finding suitable training is also reflective of the number of respondents who indicated a preference for in-house and on the job training. Certainly cost is a factor, but it is also likely that this preference indicates a need for training that is in tune to the unique needs and challenges of the sector.

Current and future training challenges

The survey asked respondents to indicate their organization's current and future (one to three years) professional development/training challenges. The overall survey findings are summarized here using the same categories of skills development identified in Figure 4 (see p. 15), and then detailed by organization size.

The current challenges most frequently identified by respondents include strategic leadership (25%), partnerships (21%), basic skills (15%), HR (13%), occupation/profession-specific training (12%), finances and fundraising (8%) and marketing (6%).

In the next one to three years, the most frequently identified challenges include leadership (32%), finances and fundraising (20%), partnerships (14%), marketing (12%), HR (9%), occupation/profession-specific training (8%) and basic skills (5%). Within these broader skills development categories, the most frequently identified current specific professional development and training priorities include leadership (31%), fundraising (28%), change management (26%) and strategic planning (24%).

The upward shift in key areas such as strategic leadership and finances and fundraising in the next

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40. Public Policy Forum, Opening statement by David Mitchell, President and CEO.

one to three years indicates that respondents are very much aware of pressures they will be facing. They know that there will be increased demands for their services as client populations such as Aboriginal Peoples, new immigrants and the elderly grow and as governments continue to cut back on or withdraw from services. The nonprofit sector will require strengthened strategic leadership skills in order to enable the sector to respond to these growing needs. Nonprofit leaders are also aware that funding arrangements with governments have shifted and will continue to shift from core funding to project funding, and that the economic downturn has made private fundraising more challenging than ever before.

Another interesting trend is the drop in the importance of partnerships as a training need amongst all sizes of organizations. It likely doesn't mean that nonprofits see partnerships as less important; rather it reflects the fact that they have already established partnership arrangements and thus are less likely in need of much additional training. This must also be seen in light of the maturity of the organizations participating in the survey. The partnership numbers would likely be higher among more fragile organizations that have recently started up and are struggling to survive.
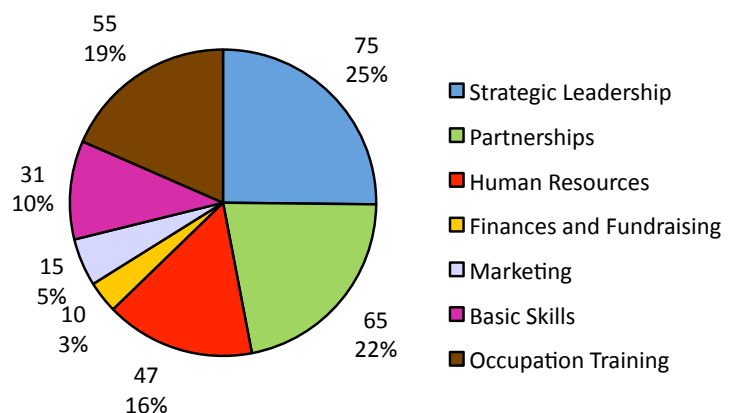
Large organizations

Figures 12a and 12b illustrate large organizations' current and future challenges. Some key observations were:
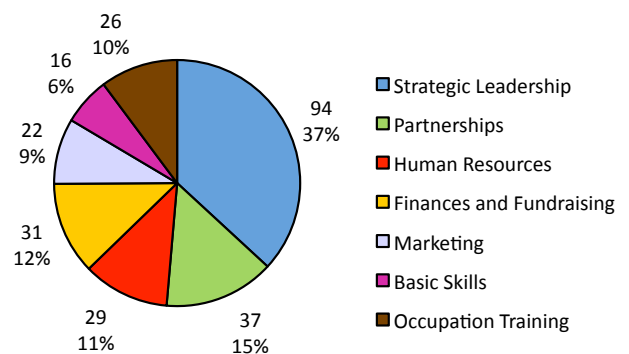
- Strategic leadership remained consistently the most reported challenge for large organizations. The data shows a trend that indicates that this challenge will grow significantly from 25% currently to 37% in the future.

- Partnerships, while remaining important in the future, dropped from the current level of 22% to only 15%. Similarly, HR dropped slightly from 16% currently to 11% in the future.

- Finances and fundraising, although not a big issue currently at just (3%), was viewed as being more important in the future (12%). Marketing also rose somewhat, from 5% currently to 9% in the future. This is likely linked to the fact that larger and more mature organizations (90% have been in business for more than 10 years) tend to have longer term and stable sources of funding to draw upon.

For large organizations, an increased focus on strategic leadership development and the desire for greater access to training in finances and fundraising, and marketing will be offset by a reduction in the emphasis on occupation/profession-specific training in the coming years. The increased emphasis on marketing and finances and fundraising skills will force nonprofits, including large organizations, to continue to recruit, retain and train in these highly sought after occupations. Considering that occupational training has been very helpful to large organizations, the shifting environment will also require them to be more resourceful and strategic in obtaining the professional development and training their staff will require in the near future.

Figure 12a: Current training challenges of large organizations

Strategic Leadership — 75, 25%
Partnerships — 65, 22%
Human Resources — 47, 16%
Finances and Fundraising — 10, 3%
Marketing — 15, 5%
Basic Skills — 31, 10%
Occupation Training — 55, 19%

Figure 12b: Future training challenges of large organizations

Strategic Leadership — 94, 37%
Partnerships — 37, 15%
Human Resources — 29, 11%
Finances and Fundraising — 31, 12%
Marketing — 22, 9%
Basic Skills — 16, 6%
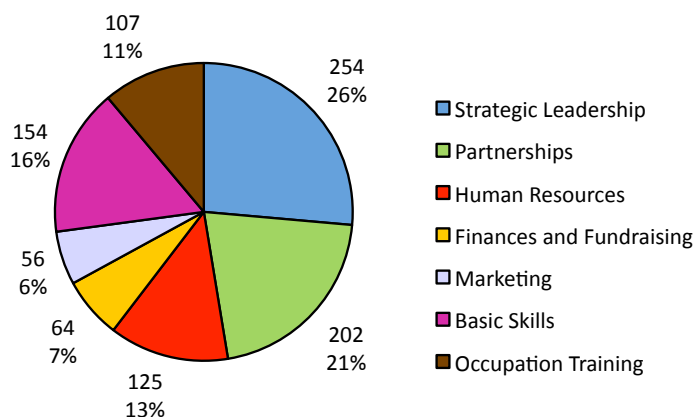Occupation Training — 26, 10%

Mid-sized organizations

Figures 13a and 13b show the current and future challenges of mid-sized organizations:
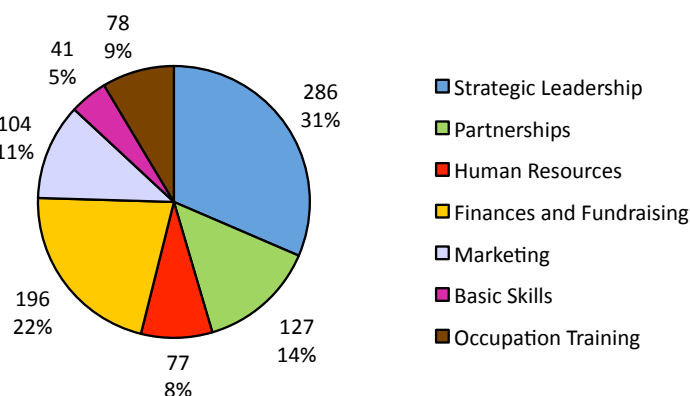
- Similar to large organizations, strategic leadership was most frequently selected as a current issue (26%) and grew in importance, albeit to a lesser extent, in the future (31%).

- Partnerships were identified as a current challenge by 21%, but dropped back to 14% in the future. It is also interesting to see that basic skills (16%) and HR (currently 16% and 13% respectively) both were seen as less important in the future (5% and 8% respectively).

- Finances and fundraising showed a significant jump in importance from the present (7%) to the future (22%). Marketing also rose some-what, from 6% currently to 11% in the future.

Most of the challenges identified by respondents in mid-sized organizations currently and in the near future closely mirror the issues facing large organizations. The larger drop in the desire for basic skills training (literacy, numeracy and language competency) may reflect the poor results obtained by such training in the past. This is an issue that may very well become increasingly important as nonprofits reach out to previously untapped pools of job seekers, including recent immigrants who may require language training.

Figure 13a: Current training challenges of mid-sized organizations

Legend: Strategic Leadership, Partnerships, Human Resources, Finances and Fundraising, Marketing, Basic Skills, Occupation Training

Figure 13b: Future training challenges of mid-sized organizations

Legend: Strategic Leadership, Partnerships, Human Resources, Finances and Fundraising, Marketing, Basic Skills, Occupation Training
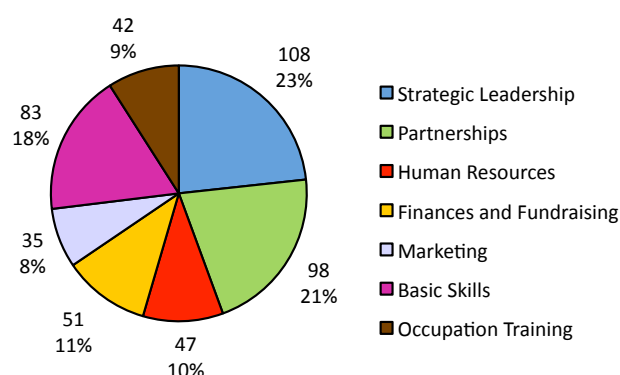
Small organizations

Figures 14a and 14b (on the following page) highlight the challenges for small organizations:

- Strategic leadership grew in importance from its current level of 23% to 30% in the future
- Partnerships dropped from 21% currently to 15% in the future
- Finances and fundraising grew significantly from 11% currently to 20% in the future, and marketing grew from 8% currently to 15% in the future
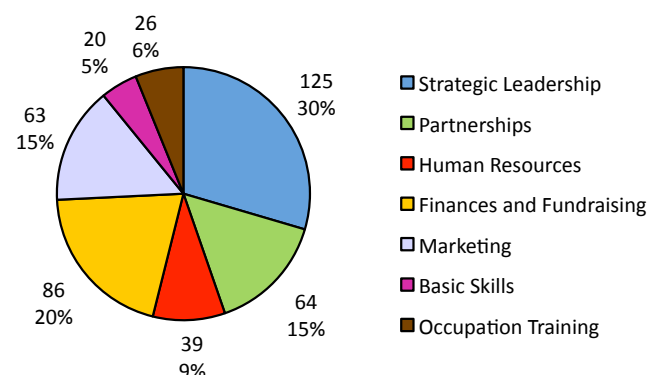- HR remained relatively the same, at 10% currently and 9% in the future

Small organizations also indicated that training in strategic leadership, finances and fundraising, and marketing will become increasingly important in the near future. The relatively smaller increase in the desire for strategic leadership training is likely related to the nimbleness and adaptability that small organizations have needed in order to survive as well as the large range of activities that individual staff must accomplish. Small organizations, by their very nature, depend on teamwork amongst staff and management and are continually honing partnership skills on the job. On the other hand, the relatively stable demand for HR management training highlights a continued need in these small organizations.

Figure 14a: Current training challenges of small organizations


```
42
9%

108
23%

83
18%

35
8%

51
11%

47
10%

98
21%
```

- Strategic Leadership
- Partnerships
- Human Resources
- Finances and Fundraising
- Marketing
- Basic Skills
- Occupation Training

Figure 14b: Future training challenges of small organizations


```
20
5%

26
6%

125
30%

63
15%

86
20%

39
9%

64
15%
```

- Strategic Leadership
- Partnerships
- Human Resources
- Finances and Fundraising
- Marketing
- Basic Skills
- Occupation Training

Trends, by size of organization

Looking at the results as a whole, respondents from all sizes of organizations most frequently selected strategic leadership among the top three professional development and training challenges, both currently and in the future.

- Strategic leadership was not only the top category for training across all organizational sizes, it also grew in importance in all size groups from current levels (25% overall) to somewhat higher levels (32%) in the future. This is an indication that leadership within the nonprofit sector is closely in tune with key strategic challenges that nonprofits are facing now and will be facing, to an even greater degree, in the future.

- Partnerships were more frequently chosen as an immediate challenge (21%) rather than as a future challenge, ranging from 14 % to 15% in the future. The more mature organizations represented in this survey have likely already established the skills necessary to maintain strong partnerships and networks. The need for such training would likely be higher among organizations that have been recently established and are struggling to survive.

- Finances and fundraising were more frequently chosen as a future challenge than as an immediate challenge by mid-sized (22%) and small (20%) organizations compared to large organizations (12%). Small and mid-sized organizations are less likely to have the same level of stable funding sources in comparison to large organizations. In addition, more large organizations were from the

social services sub-sector and are thus more likely in receipt of higher levels of ongoing government support. Smaller organizations in this survey came from many parts of the sector and are more likely to rely on the instability of project funding and the need to branch out into private fundraising for survival.

Geographic breakdown of training challenges

The survey results among regions are quite similar to those that we have seen by organizational size. The issues and challenges brought up across the country with an emphasis on strategic leadership, finances and fundraising, and partnerships are truly national in nature and are thus best addressed by a national skills development and leadership strategy.

Other challenges identified by respondents

Survey respondents were asked if they faced other professional development and training challenges than those specified in the survey, both now and in the future. The most frequently identified current challenges included:

- Lack of funds/cost of training
- Lack of time (workload, adequate staff coverage to support training)
- Organizational capacity
- Lack of appropriate training available to meet training needs and management policies/priorities
- Staff recruitment/retention

- Change management
- Changing demands/priorities of funders (including funding priorities, government regulations, professional standards)
- Board support/awareness/development
- Volunteer recruitment/retention

The future professional development and training challenges identified most frequently included:

- Maintaining/securing adequate funds for professional development or training
- Lack of time (workload, adequate staff coverage to support training)
- Change management (general, growth/increased demand, change in service delivery model, population decline, staff engagement)
- Organizational capacity
- Management policies/priorities
- Staff recruitment and retention
- Succession planning and leadership

A similar proportion of respondents indicated anticipating no other training challenges over the next three years.

These additional challenges are very much in line with the current and future training challenges described earlier in this report. The additional details might be considered by organizations and institutions designing and delivering training to the nonprofit sector.

6   Conclusions and strategic considerations

This *Current State Report*, as well as the more detailed survey findings, will inform a skills development strategy.

The research and the data obtained in the survey reinforce the need for a skills development strategy for the nonprofit sector. The sector is facing the dual pressures of an aging workforce and low national birth rate and the consequent challenges of recruitment. There is an increase in service demands on the sector as governments vacate areas of service delivery and either freeze or reduce funding to some programs.[41] In addition, the economic downturn has had an impact on private fundraising. The sector is also being challenged by the increased need for nonprofits to meet new standards of financial and service accountability. This combination of factors is challenging organizations within the sector to equip themselves with the leadership and skills necessary to navigate through this 'perfect storm.'

Research findings and survey findings illuminate the need to strategically discuss the following points:

- It is evident in the survey results that the majority of organizations captured in the survey are not spending, or do not have access to, sufficient financial and related resources to meet training and professional development needs. The question of determining sufficient training and professional development financial resources for nonprofits requires follow-up discussions with stakeholders. The issue of resource capacity, appropriate benchmarks and strategies to pool resources should also be included in this particular discussion.

41. Public Policy Forum, P.2 The report notes that, "40% of respondents report stagnant or declining revenues from government and other funders".

- Follow-up discussions with stakeholders should examine how information about HR practices and organizational follow through on professional development and training commitments demonstrated by large and mid-sized organizations can be shared with and used by small organizations.

- The question of the usefulness of available professional development and training that meets the needs of the nonprofit sector requires follow-up with stakeholders. While it appears that a relatively low number of respondents indicated that the professional development or training was not helpful, the significant number who indicated that professional development or training was 'partly' helpful needs to be explored further. Stakeholders should be asked to help clarify if and where gaps in professional development and training exist and how they might be rectified, they should also explore how a particular professional development or training program is one component in addressing a specific training gap as well as determining others.

- In regards to accessing information on professional development and training programs, including how to get information on them that could be used to meet the needs of the nonprofit sector, further discussions with stakeholders is required. These discussions should explore improving access information systems on professional development and training programs and how network development, particularly among small nonprofits, can be enhanced and supported.

- Three skills gaps were identified as priorities over the next three years and require further exploration. These gaps are: strategic leadership, finances and fundraising, and partnership development.

- Follow-up discussion with stakeholders should examine how unique skills development challenges faced by different subsets of nonprofits can be supported. Particular attention should be given to size and maturity of organizations.
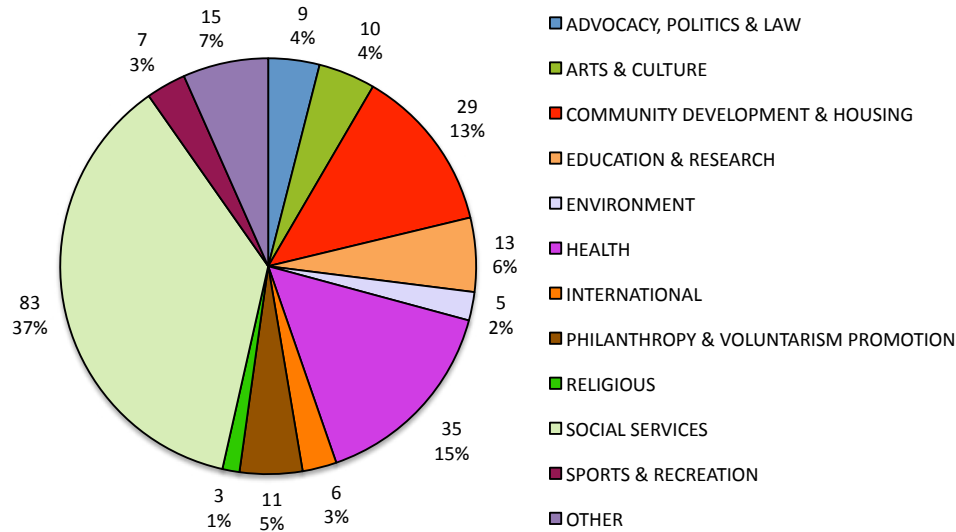
Next steps

This report on the *Current State of Skills Development The Canadian Nonprofit Sector*, as well as the more detailed survey findings, will inform a skills development strategy. The specific questions identified here as well as others developed in collaboration with the HR Council and the project Advisory Committee will be addressed through facilitated conversations with stakeholders in key informant interviews and deliberative dialogue sessions. From those deeper conversations and further conversations, a skills development strategy for the nonprofit sector in Canada will be created.
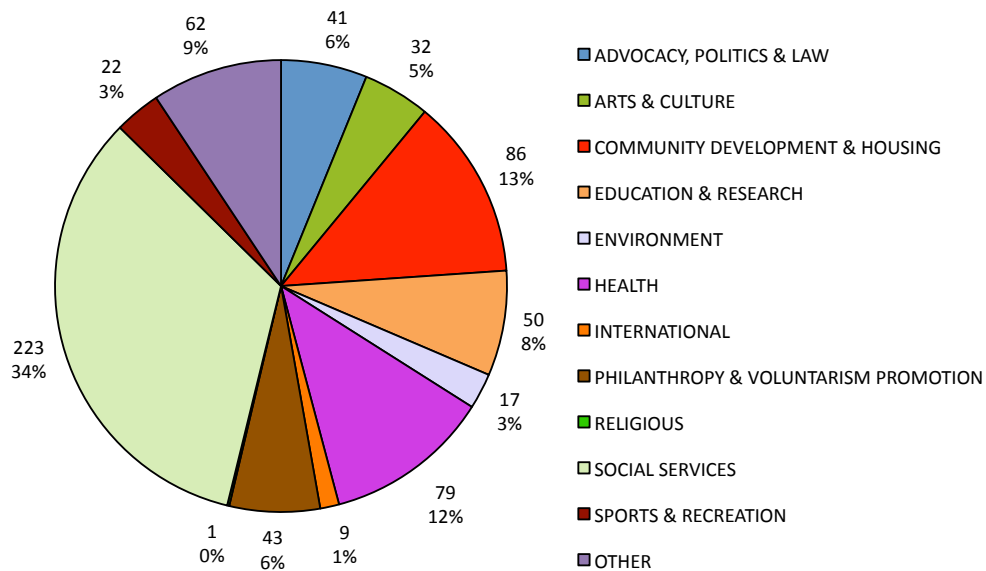
Appendices

Appendix A: Main activities of respondent organizations

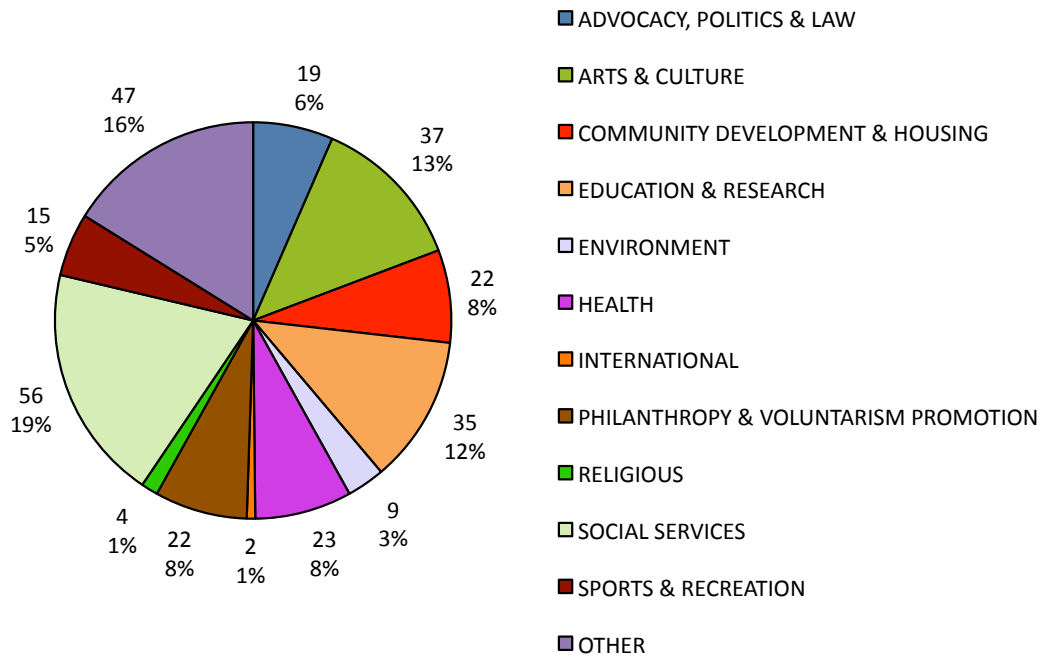### Figure A1: Main activities of large organizations

Legend	
■	ADVOCACY, POLITICS & LAW
■	ARTS & CULTURE
■	COMMUNITY DEVELOPMENT & HOUSING
■	EDUCATION & RESEARCH
■	ENVIRONMENT
■	HEALTH
■	INTERNATIONAL
■	PHILANTHROPY & VOLUNTARISM PROMOTION
■	RELIGIOUS
■	SOCIAL SERVICES
■	SPORTS & RECREATION
■	OTHER

Data labels (Figure A1): 9 / 4%, 10 / 4%, 29 / 13%, 13 / 6%, 5 / 2%, 35 / 15%, 6 / 3%, 11 / 5%, 3 / 1%, 83 / 37%, 7 / 3%, 15 / 7%

Figure A2: Main activities of mid-size organizations

Legend	
■	ADVOCACY, POLITICS & LAW
■	ARTS & CULTURE
■	COMMUNITY DEVELOPMENT & HOUSING
■	EDUCATION & RESEARCH
■	ENVIRONMENT
■	HEALTH
■	INTERNATIONAL
■	PHILANTHROPY & VOLUNTARISM PROMOTION
■	RELIGIOUS
■	SOCIAL SERVICES
■	SPORTS & RECREATION
■	OTHER

Data labels (Figure A2): 41 / 6%, 32 / 5%, 86 / 13%, 50 / 8%, 17 / 3%, 79 / 12%, 9 / 1%, 43 / 6%, 1 / 0%, 223 / 34%, 22 / 3%, 62 / 9%

Appendix A: Main activities of respondent organizations

Figure A3: Main activities of small organizations

- ADVOCACY, POLITICS & LAW
- ARTS & CULTURE
- COMMUNITY DEVELOPMENT & HOUSING
- EDUCATION & RESEARCH
- ENVIRONMENT
- HEALTH
- INTERNATIONAL
- PHILANTHROPY & VOLUNTARISM PROMOTION
- RELIGIOUS
- SOCIAL SERVICES
- SPORTS & RECREATION
- OTHER

Appendix B: Did specific pd/training activities address gaps?

PD/Training used	QUESTION ASKED: Has the professional development or training your organization used the last 3 years helped address an identified professional development/training gap?								
	Yes			Partly			No		
	Small	Mid-sized	Large	Small	Mid-sized	Large	Small	Mid-sized	Large
Strategic leadership									
Leadership	42 (41%)	139 (44%)	49 (46%)	46 (45%)	152 (48%)	49 (46%)	14 (14%)	27 (8%)	8 (8%)
Strategic planning	57 (54%)	148 (49%)	43 (47%)	39 (37%)	112 (37%)	37 (41%)	9 (9%)	39 (13%)	11 (12%)
Change management	21 (31%)	93 (38%)	25 (30%)	28 (41%)	102 (41%)	42 (51%)	19 (28%)	52 (21%)	16 (19%)
Risk management	31 (40%)	105 (41%)	31 (40%)	24 (31%)	94 (36%)	37 (48%)	22 (29%)	60 (23%)	9 (12%)
Project/program management	27 (37%)	94 (40%)	22 (33%)	30 (41%)	91 (39%)	33 (49%)	16 (22%)	51 (22%)	12 (18%)
Monitoring and evaluation	29 (41%)	95 (38%)	32 (41%)	27 (38%)	102 (41%)	32 (41%)	15 (21%)	52 (21%)	15 (19%)
Partnerships									
Negotiating/influencing advocacy	20 (34%)	48 (26%)	13 (22%)	18 (31%)	65 (35%)	26 (43%)	21 (36%)	72 (39%)	21 (35%)
Cultural competency	11 (22%)	87 (37%)	23 (34%)	15 (31%)	78 (33%)	28 (41%)	23 (47%)	68 (29%)	17 (25%)
Community development	21 (32%)	76 (33%)	17 (27%)	26 (40%)	94 (41%)	26 (41%)	18 (28%)	58 (25%)	21 (33%)
Collaborating/partnering with other organizations	36 (46%)	96 (41%)	22 (33%)	31 (39%)	92 (39%)	23 (35%)	12 (15%)	45 (19%)	21 (32%)
Human resources									
Management of paid staff	27 (40%)	102 (39%)	49 (52%)	26 (39%)	106 (40%)	37 (39%)	14 (21%)	55 (21%)	8 (9%)
Volunteer management	22 (31%)	101 (43%)	25 (36%)	34 (47%)	76 (32%)	33 (47%)	16 (22%)	60 (25%)	12 (17%)
Finances and fundraising									
Financial management	35 (44%)	120 (46%)	36 (43%)	30 (38%)	90 (34%)	24 (29%)	15 (19%)	53 (20%)	23 (28%)
Proposal/grant-writing	24 (32%)	77 (33%)	15 (24%)	28 (38%)	96 (42%)	25 (40%)	22 (30%)	57 (25%)	22 (35%)
Fundraising	38 (43%)	95 (37%)	21 (29%)	33 (38%)	107 (42%)	28 (38%)	17 (19%)	54 (21%)	24 (33%)
Entrepreneurship/ innovation	10 (19%)	43 (23%)	9 (16%)	19 (37%)	64 (34%)	23 (40%)	23 (44%)	79 (42%)	25 (44%)
Marketing									
Communications/marketing/public relations	30 (35%)	75 (32%)	23 (34%)	41 (48%)	116 (49%)	30 (44%)	14 (16%)	44 (19%)	15 (22%)
Social media	39 (42%)	110 (41%)	26 (36%)	37 (40%)	111 (42%)	27 (37%)	16 (17%)	46 (17%)	20 (27%)
Basic skills									
Essential skills	10 (23%)	32 (19%)	12 (22%)	5 (11%)	35 (21%)	12 (22%)	29 (66%)	98 (59%)	30 (56%)
Language competency	7 (16%)	24 (15%)	14 (26%)	5 (11%)	24 (15%)	10 (19%)	32 (73%)	110 (70%)	29 (55%)
IT/computer literacy	23 (30%)	78 (31%)	35 (42%)	30 (39%)	116 (47%)	33 (40%)	23 (30%)	54 (22%)	15 (18%)
Occupation/profession-specific training	28 (40%)	132 (49%)	60 (65%)	26 (37%)	92 (34%)	27 (29%)	16 (23%)	47 (17%)	6 (6%)

One World Inc. was commissioned by the HR Council to develop this report.

One World has assembled a team of specialist staff and associates committed to the innovative design and delivery of consultation processes that can help effectively engage stakeholders or the public at large – in both Official Languages.

HR Council
for the Nonprofit Sector